DOCUMENT RESUME

ED 074 044	SP 006 243

TITLE	The Role of the University of Wisconsin - Eau Claire in the Consortium Effort to Implement, Maintain and Institutionalize Individually Guided Education and the Multiunit Elementary School.
INSTITUTION	Wisconsin Univ., Eau Claire.
PUB DATE	[71]
NOTE	372p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Educational Innovation; *Individualized Instruction; *Multiunit Schools; Program Descriptions; *Role Perception
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

This case study focuses on the role of the University of Wisconsin-Eau Claire (UW-EC) in a consortium effort to implement, maintain, and institutionalize individually guided education and the multi-unit elementary school (IGE/MUS-E). The framework for the study is based on the chronological academic involvement of UW-EC with the various facets of the program. Reference materials for the (IGE/MUS-E) program which are included are: "Individually Guided Education and the Multiunit Elementary School" by H. J. Klausmeier, M. Quilling, J. Sorenson, R. Way, and G. Glasrud; "The Development and Evaluation of the Multiunit Elementary School, 1966-1970 by Klausmeier, Quilling, and Sorenson; and extensive appendices on the consortium program, "A Wisconsin State-wide Model Program for Developing Leaders in Role Differentiated Elementary Schools." (MJM)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 074044

SP 006 243

THE ROLE OF THE UNIVERSITY OF WISCONSIN - EAU CLAIRE IN A CONSORTIUM EFFORT TO IMPLEMENT, MAINTAIN AND INSTITUTIONALIZE INDIVIDUALLY GUIDED EDUCATION AND THE MULTIUNIT ELEMENTARY SCHOOL

INTRODUCTION

Individually Guided Education and the Multiunit Elementary School (IGE/MUS-E) has been termed this century's first practical alternative to age-graded, self-contained elementary schooling. The concept was developed as a product of the Wisconsin Research and Development Center for Cognitive Learning where its development began under the direction of Dr. Herbert J. Klausmeier in 1965.

IGE/MUS-E incorporates the concepts of instructional programming for the individual student, horizontal and vertical staffing, role differentiation, team teaching and planning, nongradedness and shared decision-making by groups most effected by the decision. Figure 1 shows a prototype organizational chart for a multiunit school of 600 students and Figure 2 depicts the Instructional Programming Model for Individually Guided Education (IGE). (Klausmeier et al. 1971a, Chapter 2).

The concept was implemented in 10 Wisconsin schools in 1965-66. By September, 1971, there were 152 IGE/MUS-E schools in Wisconsin and some 400 more across the country (Klausmeier et al. 1971b). The growth of this innovative program has taken place with only modest federal funding; thus, this growth has been possible primarily because of the cooperative efforts of numerous institutions and agencies.

This case study focuses on the role of the University of Wisconsin - Eau Claire (UW-EC) in a consortium effort with the Wisconsin Research and Development Center for Cognitive Learning (R and D Center), the Wisconsin Department of Public Instruction (DPI) and numerous public school systems.

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS

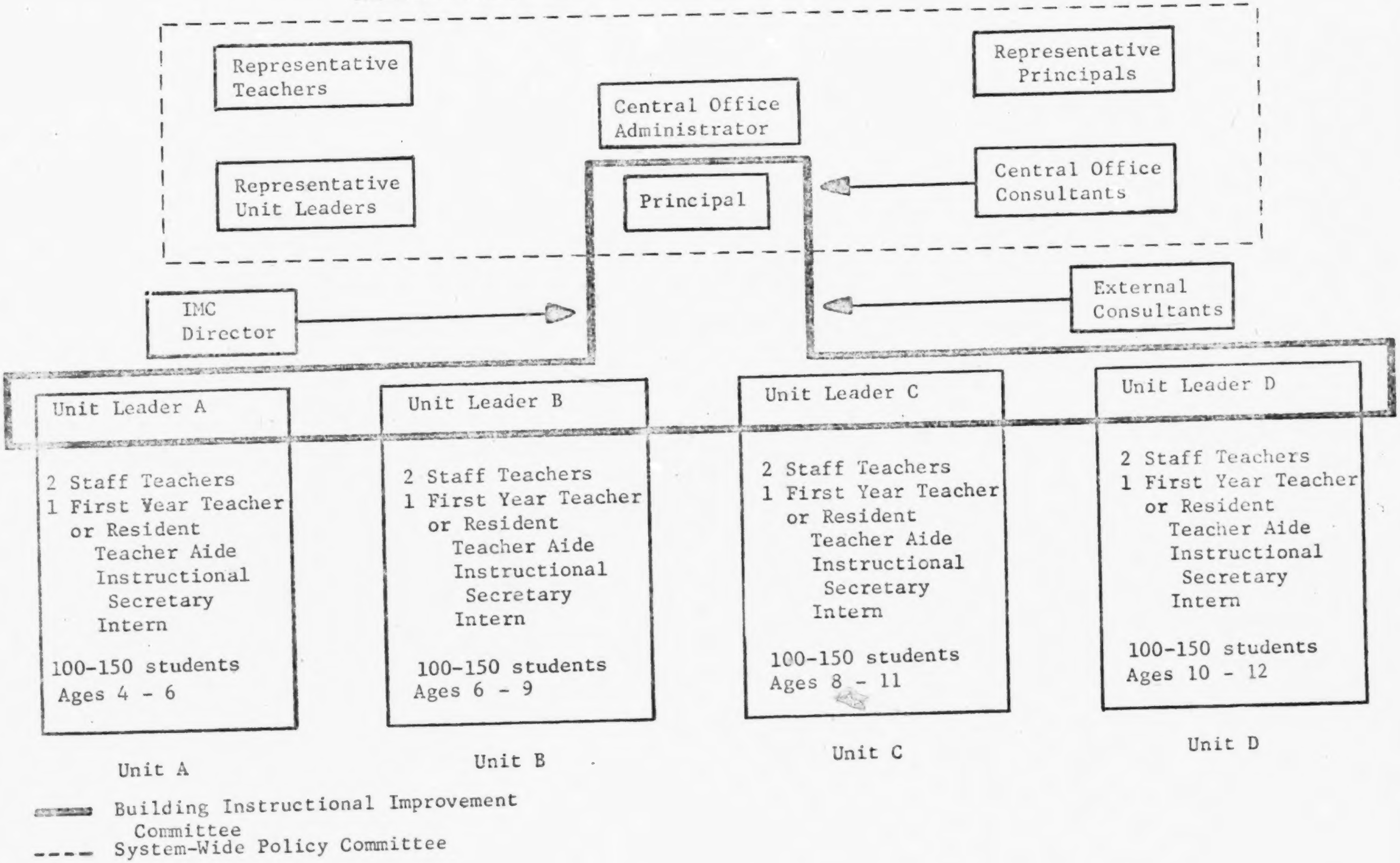


Figure 1

Instructional Programing Model in IGE

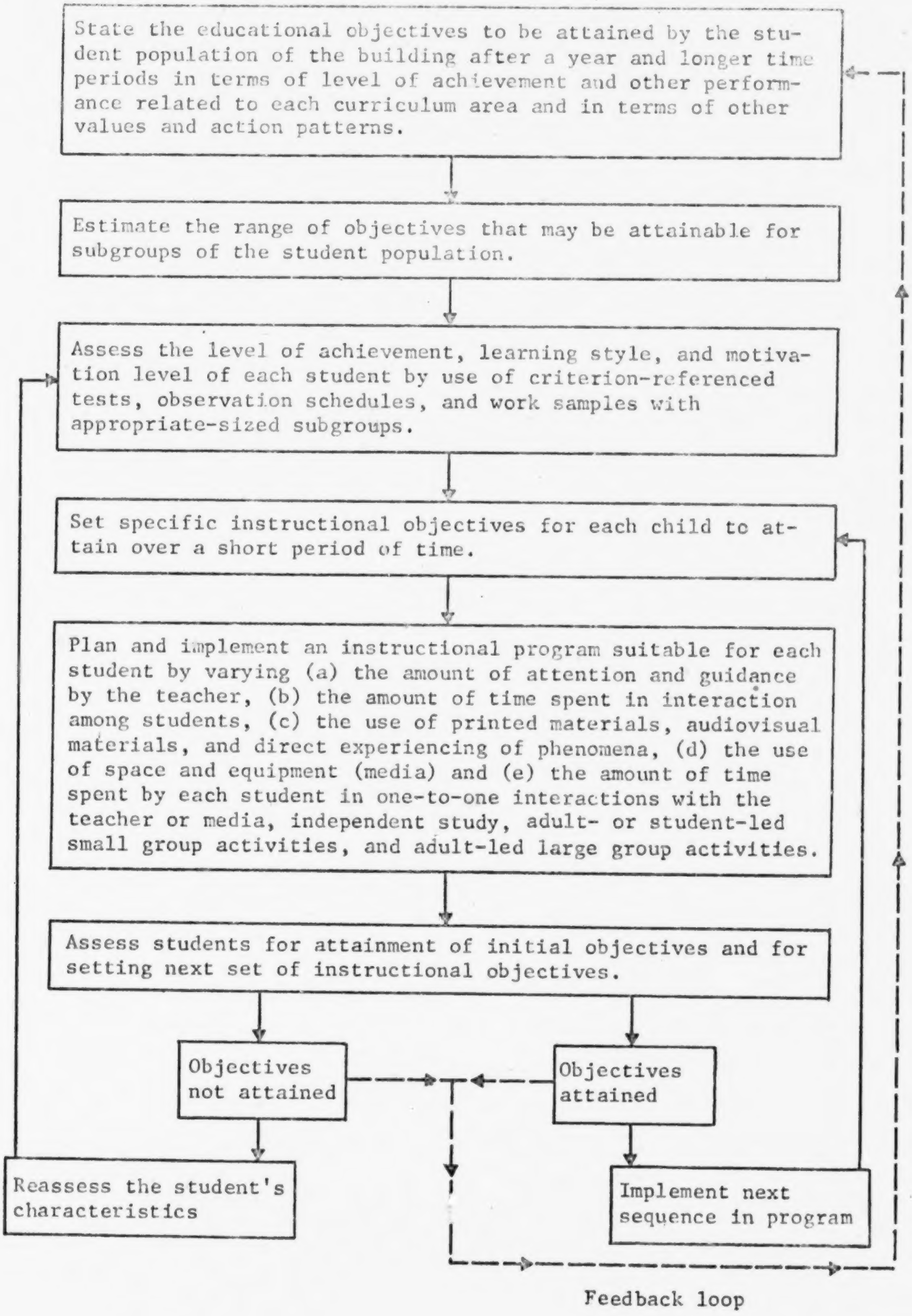

State the educational objectives to be attained by the student population of the building after a year and longer time periods in terms of level of achievement and other performance related to each curriculum area and in terms of other values and action patterns.
Estimate the range of objectives that may be attainable for subgroups of the student population.
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, and work samples with appropriate-sized subgroups.
Set specific instructional objectives for each child to attain over a short period of time.
Plan and implement an instructional program suitable for each student by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media) and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Assess students for attainment of initial objectives and for setting next set of instructional objectives.
Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback loop

Figure 2

The framework for this presentation is the chronological academic-year development of the involvement of UW-EC with the various facets of the program. Necessarily, some program developments overlapped academic years.

1968-69 - INITIAL CONSORTIUM EFFORTS

In January, 1968 the Department of Elementary Education, UW-EC, was approached by Dr. Herbert J. Klausmeier, Director of the R and D Center, and Mr. Russell S. Way, Administrator of Innovation and Program Development for the Wisconsin DPI concerning participation in a cooperative program for the improvement of educational opportunities for elementary children through the IGE/MUS-E concept. This plan was known as the "lighthouse" school model and involved three other universities besides UW-EC. Each university would work with two public schools bringing implementation to a total of eight new schools in scattered geographic areas in Wisconsin.

UW-EC began its initial involvement by working cooperatively with one elementary school in Grantsburg and one in Rice Lake, Wisconsin in April, 1968. The first formal implementation activity in September, 1968 was a program of inservice education for staff members in preparation for installing the concept. Student teachers and interns from UW-EC to be involved in these schools were identified in April, 1968. These students made several visits to their respective districts to become acquainted with the school and the forthcoming program and to assist in the preassessment of elementary children.

In August, 1968 supervisory personnel from UW-EC were involved in an intensive three-day inservice program conducted in each district for the teaching and administrative staffs, student teachers and interns. In addition, the university supervisors made weekly visits to each district during the first semester of 1968-69 for routine supervision purposes and to assist in the implementation and development of the IGE/MUS-E concept.

During the 1968-69 school year, personnel from the DPI made monthly visits to these schools to assist in the implementation, maintenance and evaluation of the concept. R and D Center personnel involved in research participated in the assessment of the students and provided input in terms of the Wisconsin Design for Reading Skill Development (Klausmeier 1971a, Chapter 4) which was utilized at Grantsburg. Math consultants from the DPI and UW-EC provided input for the development of an individualized math program at Rice Lake.

Six UW-EC interns and student teachers were assigned to the Grantsburg school and 10 to the Rice Lake school. These groups of students formed the nucleus for a cooperative preservice training center in which university personnel could be involved both in supervision and as resource persons in curriculum development. The Department of Elementary Education of UW-EC felt that the IGE/MUS-E concept not only provided improved learning opportunities for students in elementary schools, but for university students as well. By working with the staffs in these two elementary schools, it was judged that the setting for the general clinical experience would also be improved.

1969-70 - CONTINUED EXPANSION

During 1969-70, UW-EC became involved with six more elementary schools. Five of these schools were in two new districts and one more school was added in Rice Lake. This brought UW-EC involvement to eight schools in four districts. In the new schools, a similar program of inservice, utilization of interns and student teachers and support from the DPI and R and D Center was utilized as in 1968-69 with the new schools. A program of ongoing development was carried out in the two schools that began implementation during 1968-69.

1970-71 - A YEAR OF MAJOR POLICY CHANGE

Laboratory School Involvement

Three schools--two in new districts and one in an existing district brought the total to six districts and 11 elementary schools being served by staff members from UW-EC in terms of staff development, curriculum improvement programs and intern-student teaching supervision.

In addition, the Laboratory School at UW-EC was organized as an IGE/MUS-E school in September, 1970. The K-6 population was divided into one primary and one intermediate unit. This development added another dimension to the preparation program for students in the Department of Elementary Education. Course content in Departmental class offerings could be readily related to observable situations; teaching-learning experiences in the preparation sequence could be expanded to include the multiunit setting; and university students could observe planning sessions for IGE by teams of teachers, together with the resultant teaching acts, which carried out and accommodated individual differences in the elementary classrooms.

A Policy Statement and Criteria

During the three-year involvement with IGE/MUS-E, continual assessment was made to determine if teaching center situations do in fact provide improved preservice opportunities for the prospective elementary teacher. In March 1971, the Department of Elementary Education UW-EC adopted the following policy statement:

> The Department of Elementary Education, UW-EC strongly endorses the concept of IGE/MUS-E and considerations involving field experiences tangentially related to that concept. The Department also takes a position of lending full support to IGE/MUS-E schools in which guidelines for implementation and maintenance are mutually agreed upon and carried out between the school district and UW-EC. The Department therefore establishes the following Guidelines for Field Experiences in Elementary Education:
>
> I. Eligibility for Elementary Student Teachers-Interns:
>
> A. A 2.25 GPA overall and in the School of Education at time of application.
>
> B. A preference for internship will be given for those students who have a 2.75 GPA overall at time of application and in addition, a recommendation from the Department of Elementary Education (with careful attention given to participation experiences).
>
> II. Placement of Student Teachers-Interns
>
> A. Priority will be given to the placement of interns and student teachers in centers which are making a full commitment to the IGE/MUS-E concept. The commitments are fully explained in (1) The Wisconsin Improvement Program and the Teacher Internship: Guidelines, (2) Individually Guided Education and the Multiunit Elementary School: Elementary Education for the 1970's; and (3) Handbook for Field Experiences, UW-EC.

The Department's statement was based on reaction from university students involved in the program and evaluations of university staff members who served as supervisor/curriculum consultants to IGE/MUS-E schools. Several unique opportunities were identified for university students in a preservice teacher education program including:

1. interaction with 3-5 professional staff
2. participation in curriculum development activities
3. opportunity to participate in large group, small group, one-to-one and independent study instructional situations
4. opportunity to observe and participate in group planning sessions
5. opportunities to act as a resource person in a specific area of interest and/or expertise

Expansion of Pre-Service Program

Through examples of IGE/MUS-E provided by the UW-EC Laboratory School and area elementary schools, UW-EC students in elementary teacher education become involved in unit teaching situations through two pre-service-sequenced practicum courses. These courses are available to second semester sophomores and include the following experiences:

Elementary Education 303 (first in sequence)

1. Students develop a set of basic understandings pertinent to learning and human growth. With these competencies the students develop the ability to identify, understand, and accept individual differences among pupils.
2. The student develops competency in writing behaviorally stated objectives and in using them in the teaching of complete lessons.

3. The student is oriented to the IGE/MUs-E concept through:
    a. classroom lecture
    b. orientation films, as "One at a Time Together"
    c. classroom observation
    d. participation as a team member in a unit operation
    e. participation as a team in microteaching
    f. small group instruction in microteaching
    g. reading assignments

Elementary Education 304 (second in sequence)

1. The class experiences a complete unit in the class, Principles and Practices of Education, on the theory and operation of the IGE/MUS-E school. This includes:
    a. the complete series of films and filmstrips
    b. classroom lecture and discussion
    c. guest-resource persons
    d. assigned readings from the published literature from the R and D Center and /I/D/E/A/, plus readings in periodical literature
    e. assigned observations of the laboratory school units in operation
    f. participation as team member in operation in the University Laboratory School
    g. experience field trips to an area IGE/MUS-E school in operation

Beginning of the Graduate Program

Since the initiation of the IGE/MUS-E concept in Wisconsin in 1965, there has been a steadily increasing demand for inservice programs and graduate courses and programs to help familiarize elementary school staffs with IGE/MUS-E as a model for improving learning opportunities for elementary children. UW-EC has been involved in two federally supported projects and continuous local program development in order to serve these demands. The first program began in September, 1970 when UW-EC received notification of a grant from the U. S. Office of Education to participate in a consortium effort to develop and implement a statewide model program to train lead teachers (Unit leaders) for the elementary school with a differentiated staffing pattern. An area advisory committee was selected, participants chosen by December, 1970 and the program was operative by February, 1971. The major focus of this program was on the summer school session for 1971 (Joyal and Lange, 1971). Materials detailing this consortium program are presented in Appendix A.

During the summer of 1971, in addition to the consortium program, the departments of Elementary Education and Junior-Senior High Education cooperated in offering an individualized workshop for public school staff members who were interested in curriculum development projects. Seventy-five teachers from three states attended the workshop; participants included kindergarten through twelfth grade teachers and elementary and secondary administrators. They wrote contracts for developing inservice or curriculum improvement projects for implementation in September, 1971. The workshop was structured according to the principles of IGE. The instruction provided guidance and assisted in identifying sources of materials. The participants were responsible for identifying their rationale and objectives for their project and adapting ideas for their own local situation.

The participants were asked to evaluate the workshop and their general positive reactions as presented in Appendix B led the Department of Elementary Education to expand the concept of a single course to a proposed "IGE Summer" for 1972.

1971-72 - CONTINUED PROGRAM DEVELOPMENT

In September, 1971, one school in one new district and an additional school in an existing district brought the current number of schools cooperating with UW-EC to 14. These schools are located in eight districts. The four-year chronological expansion of the schools is shown in Figure 3.

Additions to the Undergraduate Program

During the fall semester of 1971, a new dimension was added to the preservice experiences of students in the elementary education program at UW-EC. Students in campus social studies methods classes first learned about the theoretical background of subject matter methodology and procedures for developing units of work. Then they were given the opportunity to apply the theory [illegible] actual classroom situations in two IGE/MUS-E schools. Students were assigned to teach units of work for one week at each of the two schools; one unit at the primary level and one at the intermediate level. This experience provided university students with the opportunity to plan, organize, teach and evaluate

CHRONOLOGICAL EXPANSION OF SCHOOLS COOPERATING WITH UW-EC

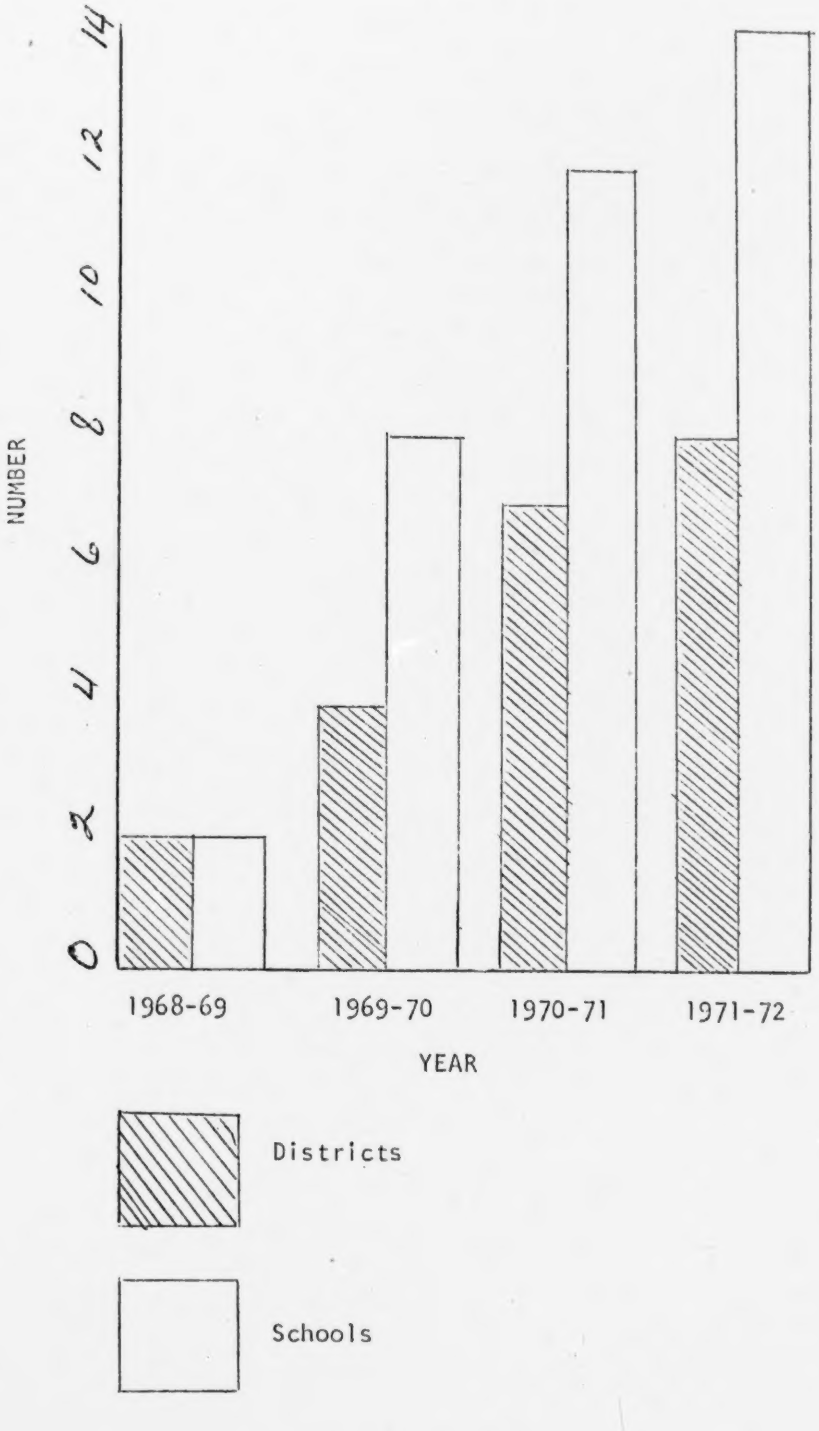


Figure 3

a part of the instructional program within the context of IGE/MUS-E along with support from the regular team of teachers in each of the two schools. Similar experiences are being provided in methods courses in other areas. In addition, specialty courses such as Measurement and Evaluation are being taught at the teaching centers such as the one at Rice Lake. The course content focuses on students applying the principles of evaluation related to IGE to their current field experience.

The desirability for assurance of the undergraduates to be involved in IGE/MUS-E activities during their field experiences led to the drafting of the IGE/MUS-E Data Form - Experimental Copy, and a revision of the UW-EC Field Experience Handbook. These documents along with the general guidelines for interns in WIP and the Teacher Internship are presented in Appendix C.

Expansion of the Graduate Program

In March, 1971, UW-EC was approached by the R & D Center concerning its interest and capabilities in becoming a cooperating university for maintenance and institutionalizing of the IGE/MUS-E concept. The initial functions of such a cooperating university would include (1) conducting one-week institutes in advanced leadership for experienced unit leaders and (2) developing and conducting an academic year program for the purpose of academic preparation of unit leaders and leading to the masters degree.

Both of these programs were to be financed by the U. S. Office of Education as a part of a grant to the R and D Center for the purpose of initiating, implementing, maintaining and institutionalizing the

IGE/MUS-E concept. UW-EC would sub-contract with the R and D Center to carry out these programs.

The graduate program grant would include fellowships for 10 full-time graduate students plus an institutional allowance. The one-week programs would include stipends for participant expenses plus an insti-sutional allowance.

The Department of Elementary Education at UW-EC enthusiastically accepted the responsibility for both programs and immediately began planning for a new emphasis in their program which included the development of three new courses: Individualization of Instruction, Elementary Education 720, 3 credit hours, The Teacher and Differentiated Staffing, Elementary Education 752, 3 credit hours, and a Field Practicum, Elementary Education 757, 6 credit hours. Initial descriptions of these courses as prepared in the spring of 1971 and the specifications for the master's degree with IGE emphasis are presented in Appendix D. Two of the courses, 720 and 752 were introduced during the 1971 fall semester, and the need for revision in their content became apparent. Planned revisions are based on the tentative list of behavioral objectives which were developed as the base for the IGE emphasis. These objectives are presented in Appendix E.

In addition to the objectives listed in Appendix E, the objectives of the individual graduate student and the objectives of the school system in which that student will practice are being considered in developing the program for each of the ten graduate fellows for next semester.

The two courses and the practicum will be thoroughly evaluated by staff and students and the list of behavioral objectives will be revised as more experience is gained in each area.

UW-EC has conducted two one-week institutes for unit leaders--one in August and one in October. The agendas and participant evaluations of the institute programs are presented in Appendix F.

Both the academic year and one-week programs have strengthened the consortium effort and have extended the scope of the department beyond the State of Wisconsin. Some of the ways in which the cooperative efforts have been carried out are as follows: (1) staff for the one-week institutes included members of the Wisconsin and Minnesota DIP's, the R and D Center, other institutions of higher education from three states and numerous public school systems as well as staff from UW-EC; (2) audio-visual and print materials from the R and D Center and the DPI's were utilized as training materials for both the one-week and academic year programs; (3) thirty percent of the participants at the one-week institutes and twenty percent of the graduate fellows were from states other than Wisconsin; (4) students in the courses 720 and 752 utilize more than eight public schools in two states as laboratories for IGE/MUS-E activities and their contact brings closer cooperation between public school and UW-EC staff in terms of expertise and programs; (5) each of the ten graduate fellows will carry out the practicum in a different public school providing liaison between the public school and UW-EC staff; and (6) commitment for UW-EC staff involvement in each school where a graduate student is taking the practicum.

Due to the statewide and nationwide expansion of the IGE/MUS-E concept, there is concern that colleges of teacher education prepare their undergraduates for teaching in schools that stress individualized learning and continuous prograss. Because of this concern, the Wisconsin DPI has organized two regional awareness conferences, one in Milwaukee and one in Eau Claire, to be held in late November and early December, 1971, respectively. Representatives from all teacher education institutions in Wisconsin have been invited.

The DPI has invited personnel from the Department of Elementary Education UW-EC to serve as resource persons and to present their program of undergraduate preparation in the IGE/MUS-E concept as a prototypic model from which new programs on other campuses could be developed.

There is also an awareness conference scheduled for personnel from teacher education institutions in Illinois in early 1972 and staff members from UW-EC have been invited to present the same prototypic program at this meeting.

AN IGE SUMMER

The "IGE Summer" program currently being planned is a cooperative effort between the Departments of Elementary Education and Foundations of Education. The program will be housed in the campus Laboratory School and would combine the IGE/MUS-E concept with the Intercultural Education Program sponsored by the Foundations of Education Department during the past three summers.

There is considerable optimism among educators that inner city school children would especially benefit from instructional programs employing the IGE/MUS-E concept. The proposed student population for the summer program will include 40 urban black and Spanish speaking children, 40 American Indian students and 40 White children, all of whom will meet Title I, ESEA selection criteria. An outline of the "IGE Summer" program can be found in Appendix G.

In addition to the program described above, a supportive program of short-term (three-week) graduate courses structured in a format similar to the Educational Leadership course offered in the summer of 1971 will be available.

In all, the summer of 1972 should provide graduate students with opportunities to function as unit leaders in the Laboratory School and/or to develop curriculum improvement projects in the related short-term courses.

SUMMARY

The involvement of the Department of Elementary Education in this consortium effort to install, maintain and institutionalize the IGE/MUS-E concept has resulted in (1) causing a number of schools in Wisconsin to examine their instructional program and to decide to participate in education change under IGE/MUS-E, (2) new efforts on the part of public school teaching staff to individualize instruction and, (3) an intensive examination of the existing preparation program for teachers at UW-EC at both the undergraduate and graduate levels.

References

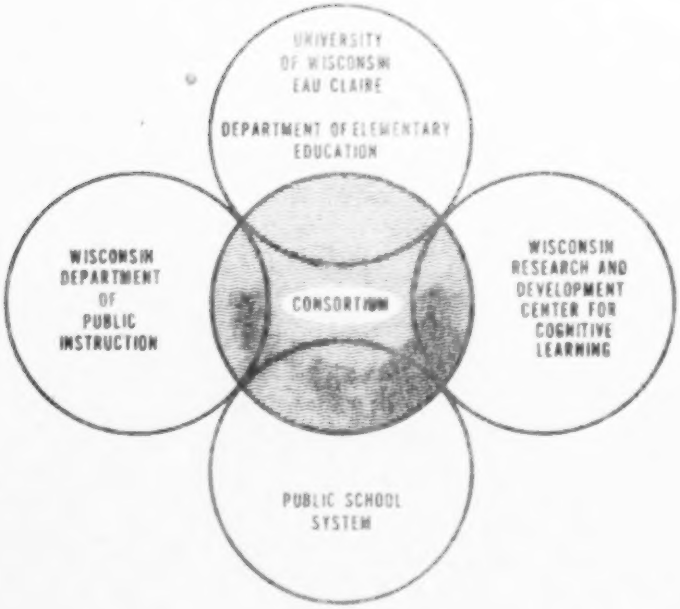
1. Klausmeier, Herbert J., Mary Quilling, Juanita Sorenson, Russell Way, and George Glasrud. 1971 a. individually guided education and the multiunit elementary school: education for the 1970's. Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin, Madison.

2. Klausmeier, Herbert J., Mary R. Quilling, and Juanita S. Sorenson. 1971 b. The development and evaluation of the multiunit elementary school, 1966-70. Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin, Madison. Technical Report No. 158. 16 p.

3. Joyal, Lloyd and Donald Lange. 1971 (May). Consortium to focus on preparing lead-teachers. Wisconsin Journal of Education 103(9):22,23.

Copies of the references listed above are attached.

FILMED FROM BEST AVAILABLE COPY


UNIVERSITY OF WISCONSIN EAU CLAIRE
DEPARTMENT OF ELEMENTARY EDUCATION
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CONSORTIUM
WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING
PUBLIC SCHOOL SYSTEM

THE ROLE OF THE UNIVERSITY OF WISCONSIN - EAU CLAIRE IN THE CONSORTIUM EFFORT TO IMPLEMENT, MAINTAIN AND INSTITUTIONALIZE INDIVIDUALLY GUIDED EDUCATION AND THE MULTIUNIT ELEMENTARY SCHOOL

APPENDICES A - G

ED 074044

APPENDIX A

SP 006 243

UNIVERSITY OF WISCONSIN-EAU CLAIRE
CONSORTIUM PROJECT

A WISCONSIN STATE-WIDE MODEL PROGRAM FOR DEVELOPING LEADERS IN ROLE DIFFERENTIATED ELEMENTARY SCHOOLS

A consortium of:

University of Wisconsin - Madison
Wisconsin State University - Eau Claire
Wisconsin State University - LaCrosse
Marquette University
University of Wisconsin - Milwaukee
Wisconsin State Department of Public Instruction

TABLE OF CONTENTS

Page

Introduction 1

Needs 2

Objectives 12

Preparation Programs for Lead-Teachers and Principals 20

State-wide Pattern: Urban Settings 20

State-wide Pattern: Rural Settings 23

Selecting Participants 24

Developing and Regenerating the Program 27

Practicum Experiences 28

Evaluation 29

Total Consortium Pattern 30

The Lead-Teacher Program at the University of Wisconsin-Madison 33

The Lead-Teacher Program at Wisconsin State University-LaCrosse 33

The Lead-Teacher Program at Wisconsin State University-Eau Claire . . . 38

The Lead-Teacher Program at Marquette University 40

The Lead-Teacher Program at The University of Wisconsin-Milwaukee . . . 42

Organization and General Capabilities 44

A WISCONSIN STATE-WIDE MODEL PROGRAM FOR DEVELOPING LEADERS IN ROLE DIFFERENTIATED ELEMENTARY SCHOOLS

Introduction

Twenty-eight elementary schools in the State of Wisconsin have wholly differentiated staffs. Another 25 schools in the state are partially organized into differentiated staffing patterns. These and other schools need to employ principals and teachers who are leaders of instructional teams.

The purpose of the Wisconsin Consortium is to develop systematic preparation programs for principals and "lead teachers" (leaders of instructional teams or instructional units) in order to provide a constant flow of competent leaders for differentiated staffs.

A state-wide model program will be developed whose components include on and off campus emphasis in both rural and urban areas. Five universities and the State Department of Public Instruction will form the consortium to develop the model preparation program. The work of the consortium will continue from the Special Project Grant for "A Model Program for the Intensive Study of Role Differentiation and the Development of Leader Roles for Teachers" {OEG-0-9-599226-3625 (725)} funded under EPDA beginning in Summer, 1969.

Needs

Schools have been forced to explore new ways to utilize school staffs in the attempt to implement school programs which respond to the variety of educational needs which the children in a school represent. Task analyses are hardly needed to discover highly skilled professional personnel performing clerical or janitorial jobs. Time taken by these low level tasks lessens the time available for the subtle diagnoses of learning difficulties, and the planning and implementing of activities for children, which only highly qualified professional people can accomplish. At the same time, elementary school teachers are asked, typically: to spread themselves over a wide range of professional responsibilities--from exercising imaginative expertise in all subject fields to carrying out responsibilities for testing, for using different instructional media, for carrying out action research.

Interest in placing substantive content in the elementary grades and in building inquiry skills with elementary children, makes demands upon teachers for a breadth of knowledge which few people can meet. In certain communities skills of social analysis and understanding are essential to successful instruction. Questions about the relevance of elementary curricula refer to the authenticity of the intellectual bases on which these curricula rest as well as to the likelihood that these school experiences will broaden the life chances of all the children who are introduced to them. The locus of instructional leadership and of curriculum development is shifting from the central office staff to specific schools, and, within each school, to teachers who are intimately in touch with the priorities for learning of specific groups of children. One means for facilitating this shift is to free teachers to assume instructional leadership responsibility by differentiating roles for teachers and supporting school personnel.

The kinds of differentiated roles within an elementary school have been identified generally to include paraprofessionals, intern teachers, regular teachers, lead teachers, an assistant principal (or administrative assistant) and the principal. In this realignment of relationships the tasks, duties, and responsibilities of each role demand differing kinds and differing degrees of competence, technical knowledge, and formal training. The job descriptions and differentially structured organization range from clerical and aide type responsibilities requiring a minimum of formal training, through the more regular teaching activities requiring four to five years of college preparation to specialist coordination and leadership responsibilities requiring exceptional skill and advanced formal preparation.

All of these roles are important in meeting the challenge of carrying out today's elementary school program. The tensions created by conditions of stress, change, and transition make the leadership roles which principals and teachers assume as members of differentiated staffs particularly important. It is the purpose of this consortium to focus upon special programs for preparing effective lead teachers and principals in schools which have differentiated staffs.

The first experiments with team teaching in Wisconsin took place in 1960 as part of the Wisconsin Improvement Program. Since that time dozens of school districts throughout the state have implemented plans to develop teaching teams and to explore ways to differentiate responsibilities for an elementary school teaching staff. A special impetus was given to these efforts by the work of the University of Wisconsin's Research and Development Center for Cognitive Learning. Under the Center's leadership "unitized" schools were established to facilitate curriculum research, innovation, and development. The Wisconsin State Department of Public Instruction established eight "lighthouse" schools in different geographic sections of the state in order to help implement and test the idea of the unitized school. Unit leaders play a key role in the functioning of these schools.

The Multiunit Elementary School[1]

The Multiunit Elementary School organization developed by the Wisconsin Research and Development Center for Cognitive Learning provides a specific example of a differentiated staff organization.

---

[1] The characteristics of the Multiunit Elementary School and the concepts of individually guided education are more thoroughly outlined in Klausmeier, H. J., Morrow, R., and Walter, J. E. Individually Guided Education in the Multiunit School: Guidelines for Implementation. Madison: Wisconsin Research and Development Center for Cognitive Learning, 1968.

There are 51 elementary schools in Wisconsin which at present are totally or partially unitized. Some of these schools will be working with the consortium described in this proposal to prepare teachers and principals for leadership roles in elementary schools with differentiated staff organizations.

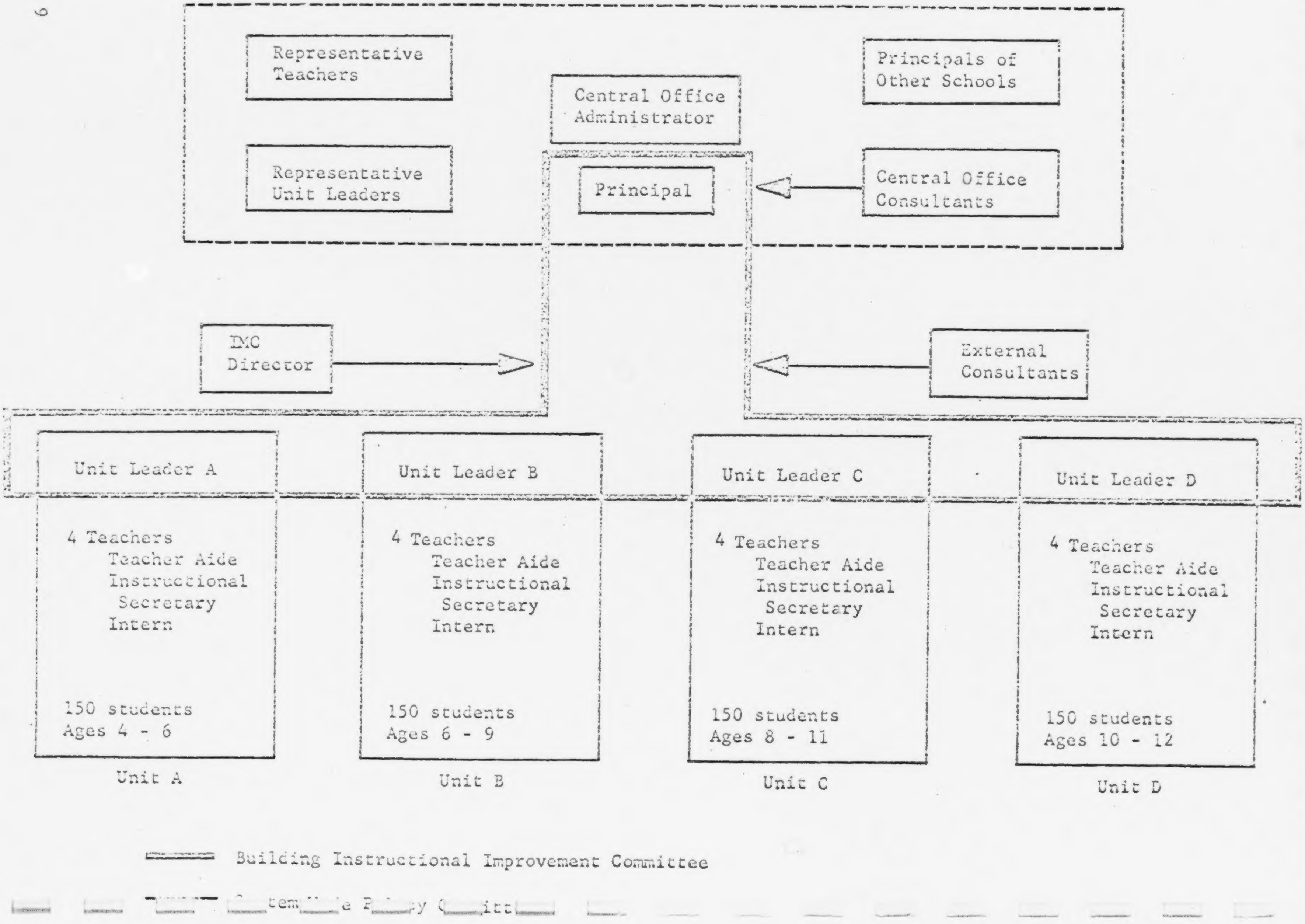
The Multiunit School organization includes both a formal organizational structure and a procedural style consisting of several essential components. Figure 1 illustrates the formal organizational plan of a Multiunit School of 600 students. The organizational hierarchy of the Multiunit School conists of groups at three distinct levels of operation.

At the classroom level are the Instructional and Research (I and R) Units. Each I and R Unit has a Unit leader or professional teacher, two or more regular staff teachers, one or more aides or secretaries, and in some cases an intern. The intern assumes instructional responsibilities and does not perform routine and clerical duties. Each Unit is charged with planning and conducting the total school experience of about 150 students.

At a second level of organization, the principal and the Unit leaders constitute the permanent Instructional Improvement Committee of the building. The principal chairs the group, which meets weekly, or more often if necessary. This Committee may bring in consultants from the state education agency or other agencies. Instructional decisions of a general school-wide nature are made by the Committee and implemented in the Units.

Figure 1

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



Consultants from the central staff, e.g. curriculum coordinators in subject fields, school psychologist, director of research, meet with the Committee as it considers a particular subject area or school function. The consultants provide the Instructional Improvement Committee specialized knowledge regarding content, methodology, materials, evaluation, etc., and also link the curriculum in one school to the system-wide program. Obviously, information from all the central staff cannot be received simultaneously in a meeting of the Instructional Improvement Committee, nor is it feasible to have all the central staff participate in weekly meetings of each building.

At the third organizationa level is the System-Wide Policy Committee. Chaired by the superintendent or his designee, this Committee includes principals, Unit leaders, teachers, consultants, and other relevant central office staff. It meets less frequently than either of the other groups, but its operation is important tc the success of the Multiunit School. Two important criteria for membership here are having decision-making power and specialized knowledge to contribute to the success of the Multiunit organization. For example, when the school is making a systematic effort to implement a program of individually guided reading, the reading consultant serves on the System-Wide Policy Committee and also meets regularly with the Instructional Improvement Committee and with the Units.

The organizational pattern of the Multiunit School thus differs from that of the traditional self-contained classroom school in several ways. First, in the Multiunit School personnel work in Units of committees, rather than in isolation as is the case in the traditional school. Second, three new roles are added: Unit leader teacher aide, and instructional secretary. Finally, the addition of new roles and the use of personnel in groups rather than alone results in considerable re-definition of the familiar roles of principal, teacher, and consultant.

The Lead Teacher

The lead teacher is a certified elementary teacher who functions in a designated leadership role for a team of instructional and non-instructional personnel who are responsible for providing an educational program for a group of elementary students. He may be designated as a team leader, Unit leader, or by some comparable title.

Differentiated Staff

A differentiated staff reflects differences in competencies, responsibilities, and tasks by having different personnel perform various complementary roles in providing an educational program for a group of elementary students. Staffs with differentiated roles usually include paraprofessional (instructional and clerical), interns and/or student teachers, teachers, lead teachers, and principals. Special educational needs may be met through such role specialties as, for example, subject matter specialists, research specialists, media specialists, and community relations specialists. More financial remuneration is afforded to those roles which require more responsibility and professional competency.

Systematic Preparation for Principals and Lead Teachers

A growing number of schools throughout the State of Wisconsin are experimenting with differentiated staff arrangements including the Multiunit Elementary School. In all of these schools certain teachers are selected to assume special leadership responsibilities as lead teachers. In some cases the new responsibilities of principals and teachers have been very precisely spelled out, as in the Multiunit Elementary School. In most cases these leadership roles have been only sketchily defined at best. In no case have teachers who have assumed leadership responsibilities, or the principals in the schools in which they work been able to prepare themselves directly for their new tasks. Short term conferences, preschool meetings, the intermittent use of consultants have been the extent of the training available for lead teachers and their principals. In some cases these leaders have gone on to develop superb programs and to carry their new responsibilities with unusual skill. In other cases the lack of formal preparation for leadership has caused temporary breakdowns in the smooth functioning of the teams, units, and school staffs which were involved.

The Department of Public Instruction has played a vital role in identifying and channeling the need for special preparation programs for lead teachers and principals to institutions of higher learning in the state. The Department of Public Instruction has been keenly aware of the varied needs of the state and has encouraged several universities to join for the purpose of developing a statewide model for preparing lead teachers and principals of schools with differentiated staffs.

In addition to the Department of Public Instruction, the members of the consortium are universities which are presently engaged in meeting the needs of urban centers in the state as well as rural areas of the state. These institutions also serve various disadvantaged groups in the state; inner-city poverty areas, American Indian populations, rural poverty areas.

The Need for a State-wide Model Program

A State-wide model program is being proposed because:

(1) The most efficient response to geographic dispersal of the need for lead-teachers is to have several preparation centers in different geographical areas of the state. Leadership skills need to be practiced in real settings. Opportunity for local school districts to participate in identifying specific skills, selecting lead teachers, modifying programs is increased if they are near a participating teacher education institution. At the same time specialists and supervisors from the teacher educational institute have greater opportunity to observe and feed information back to lead-teachers or principals during a practicum or during consultant visits to schools with differentiated staffs.

(2) Certain role behaviors and functions of lead-teachers and principals are common to a wide variety of school situations and staffing patterns. Several institutions can share experiences in developing the abilities needed to function well in these roles. Successful practices and materials can be shared among all the cooperating institutions.

(3) Certain role behaviors are unique to particular social settings, e.g. an urban inner-core, an area serving large numbers of American Indian children, a surburban upper-middle class community. Some functions respond to particular school problems or assets, e.g. the dispersal of resources in rural areas; the proximity of resources in urban areas. An efficient response to this difference in needs among the school's clientele is to plan for different institutions to emphasize different specialities from one another (in addition to the "core" of role behaviors which all stress in common.) Planning for these differences is carried on most efficiently on a statewide level.

(4) Ample evidence, the result of widespread experience, suggests that a key part of any program to prepare professions is a practical and genuine opportunity to exercise the skills needed, under conditions where competent supervisors can help the participants analyze and understand the effects of their behavior in the new roles. The shape and size of an effective practicum is not at all well known. A state-wide consortium effort can examine and describe experiences with different kinds of practicum experiences .

(5) The force of experience compels us to acknowledge that educational change is far more likely to take place when LEA's and universities cooperate in defining the scope and emphasis of preparation programs. While some shcool districts can participate in building a campus-based preparation program, others need to have the university and its staff available to them in the school locale on a regular and long-term basis. The Wisconsin state-wide model permits the simultaneous monotoring of on-campus and off-campus based programs in areas primarily either urban or rural in character.

Objectives

Following are overall objectives for the consortium:

(1) To refine the state-wide model to prepare elementary lead teachers and principals for schools whose staffs are differentiated.

Eight school districts and a group of non-public community schools (Milwaukee Inner-City Educational Development Project - Title 1, HEA) have already indicated an interest in participating: by identifying potential participants; by reacting to suggested content, methods, and materials for the program. A Program Improvement Team will be built from the staff of each University in the consortium together with personnel from local schools cooperating with that particular institution.

(2) To develop initial instructional programs on five campuses.

a. A residence program for lead teachers for urban schools.

b. A residence program for lead teachers for rural schools.

c. An inservice oriented program for lead teachers for urban schools.

d. An inservice program for lead teachers for rural schools

e. A residence program for principals of schools where staff roles are differentiated.

During the period between January 1970 - June 1970, the program proposed below will be submitted to the Program Improvement Teams for reaction. The modifications these teams suggest will determine the specific curricular experiences for the 1970 summer session and the 1970-71 academic year.

(3) To develop the following competences in all lead-teacher trainees:

Interaction

a. Skill in group dynamics and group leadership: helping teachers accommodate to one another's difference.

Dev.

b. Skill in curriculum development: the ability to develop curriculum plans, teaching strategies, and evaluative tools.

micro teach

c. Skill in improving teaching: feeding analytic information back to teachers.

Simulation

d. Skill in management: implementing curriculum decisions through organization and the creative deployment of children and staff.

These four lead teacher functions were identified as crucial to successful team operation by all participants in the Wisconsin Summer 1969 Model Training Program. They form the core of common learnings on all campuses aiming to prepare lead teachers within the consortium.

(4) To develop in each lead teacher trainee, a general knowledge of each of the following role behaviors, together with a specialty in at least one of them:

a. Skill as a learning specialist: diagnosing needs, identifying appropriate activities to meet these needs.

b. Skill in research: interpreting, applying, coordinating the research relevant to the team.

c. Skill in linking school and community: interpreting community forces and values to teachers so they can design relevant curricula.

d. Skill in building learning environments: solving physical space and instructional media use problems.

e. Skill in working with paraprofessionals: supervising the work of clerical and teacher aides.

(5) To involve staff from local school districts (teachers and administrators) and program participants.

Objectives in Preparing Principals for Role Differentiated Elementary Schools

The realignment of relationships implied by a role differentiated structure demand differing kinds and differing amounts of competencies, technical knowledge, and formal training. In general, positions at the paraprofessional end of the continuum are less complex, more narrowly defined, and hence require less training. As one moves along the continuum to the more professional roles, however, the boundaries of decision and responsibility deepen and broaden to demand greater competency not only in ones own role but a better understanding of supportive and appellate roles as well. Thus the role of the principal may be the most demanding of all, requiring considerable depth and breadth of preparation. This does not imply that the principal must or should be expert in every role needed for a differentiated staff. It does mean that his role demands an understanding of how all of these roles fit together and interact in a well-functioning organization. His role may offer more direct and diverse opportunities for leadership, goal clarification, coordination, and assessment of movement toward desired ends.

Preparation for the principalship in role differentiated elementary schools has two major dimensions; one requiring an understanding in depth of the task areas unique to the principalship, and the other suggesting a versatility or breadth of knowledge growing out of his need to understand and coordinate the various specialties which collectively constitute an elementary school. The role differentiated organizational structure affects both of these dimensions. Not only does a principal do different things in a role differentiated school, but his understanding of how the work of the organization gets done (who does what) must also be modified. Thus the objectives of this segment of the consortium effort are stated at two levels. The first level deals with understanding how the organization accomplishes its work (role definitions and interrelationships), while the second level focuses upon helping the principal develop competency in the administrative task areas. The first level of objectives of the segment of the consortium effort will be to:

(1) Define more clearly the task elements of each role in elementary schools organized in a differentiated role pattern to understand how they complement and supplement one another.

(2) Analyze role interrelationships to determine appropriate administrative patterns of coordination, communication, decision-making, and staff utilization.

(3) Provide programs to prepare cadres or teams to implement role differentiated structures in selected elementary schools.

(4) Provide cross-role practicum experiences for these teams.

(5) Study the role relationships and interactions within and among these role differentiated teams.

(6) Identify the specific competencies and skills needed to perform the principalship function (Role differentiation within this function will likely emerge).

(7) Restructure the preservice preparation programs for elementary principals and assistant principals.

(8) Utilize the strengths and competencies of member institutions within the consortium to refine and to implement these inservice and preservice preparation programs.

In addition to the general project objectives the consortium effort (at the University of Wisconsin, Milwaukee) will focus upon the specific behavioral skills and competencies needed by principals if they are to function as effective leaders in role differentiated schools. The specific content of this revitalized preparation program would be modified through analysis of the experiences of the training cadres and by the suggestions of principals with successful experience in unitized and "lighthouse" schools. The content would be drawn from several disciplines, however, and would include new conceptualizations of administrative effectiveness required by the redefinition of the principal's role. A modification of Katz's formulation of administrative functions would serve as the organizing components, i.e. managerial skills, technical skills, human skills, and conceptual-speculative skills.

The objectives of the program would be to help the principal develop specific proficiencies in the following areas:

(1) Managerial Skills

Managerial skills are perhaps the most visible and hence the tasks most frequently identified with administration. For an organization to operate, budgets must be made, supplies must be purchased and distributed, records must be kept, rooms must be allocated, equipment must be maintained, reports must be filed, staff must be procured and assigned, material and personnel must be coordinated, office procedures must be implements, and policies must be formulated. In short, the managerial skills are those skills necessary to obtain, allocate, coordinate, and use the materials and facilities of the organization with optimism effectiveness.

(2) Technical Skills

Obviously many aspects of administrative competency are tied closely to the purpose or product of the enterprise. Thus principals must have an understanding of child development, learning theory, curriculum theory, grouping patterns, teaching methodologies, and instructional materials. In addition, today's principal needs to understand community forces, conflict resolution, participation models, planning, organizing, and decisioning (types and styles). Not being able to be expert in all of these areas he must know how to utilize to best advantage the specialists on his staff.

(3) Human Skills

The human skills are those skills necessary in coordinating and effectively utilizing the human resources of the organization. Role differentiated schools include many specialists whose efforts must be coordinated to promote common goals. People must be stimulated and freed to achieve their potential. People also have personal needs and motivations which must be understood and met. Thus a principal must be skillful and sensitive in interpersonal relationships, non-verbal communication, small group dynamics, leadership styles, social sanctions, organizational climate, role theory, social systems theory, public relations, idiographic dimensions of social structures, group maturation, and behavior modification techniques. The administrators job is to get the work of the organization done through others and to help people realize their potentialities.

(4) Speculative-Conceptual Skills

Old arrangments are no longer always adequate in dealing with new educational problems. Educational leadership thus requires men of vision and imagination, capable of conceiving alternative solutions and speculating on their usefulness. Nor is the imagination all in the development of a plan--much of it is in the process of "becoming." People hold differing expectations for schools, they resist change, they protect vested interests. Vision must be communicated, enthusiasm for change must be nurtured. While the speculative-conceptual skills are difficult to teach, there is evidence that they can be learned. Simulated materials and "in-basket" exercises provide opportunities for exploring and comparing alternative solutions. Gouldner's model of anticipated and unanticipated outcomes helps administrators analyze cause-effect relationships. Imaginative principals can themselves help teach their colleagues. In a role differentiated school, speculative-conceptual skills may be the crucial test of a principal's effectiveness.

PREPARATION PROGRAMS FOR LEAD-TEACHERS AND PRINCIPALS

State-Wide Pattern: Urban Settings

The Wisconsin consortium was formed to respond in a systematic way to certain state-wide needs for preparing lead-teachers. These needs form the basis for the differing emphases of the consortium members.

Three of the member institutions emphasize differentiated school roles in an urban setting. These are Marquette University in Milwaukee and the University of Wisconsin, Madison, with lead-teacher programs; while the University of Wisconsin, Milwaukee emphasized preparing principals for role-differentiated elementary schools. Administrators and teachers in these urban areas tend to be fairly knowledgeable about differentiated staffing for two of the districts, five elementary schools have had completely differentiated staffs in the pattern (discussed earlier) developed by the University of Wisconsin Research and Development Center for Cognitive Learning. Professionals presently acting as lead-teachers, and some interested in filling that role as it presently exists in their school districts, will be requesting the opportunity to participate in consortium programs. These school districts are at a "ready" stage so far as preparation programs are concerned.

The University of Wisconsin, Madison mounts a campus-centered program. It is, however, decidedly reality-oriented. Before participants leave their schools, university staff work for the first semester with the instructional teams or units from which participants will come, preparing them to replace the participant teachers with two interns from the university's Teaching Internship Program. An intensive second semester's work consists of formal coursework related to the "core" lead-teacher roles: small-group leadership, curriculum development, improvement of teaching, managing instruction and deployment of children and staff. The summer session following this semester permits a controlled practicum on-campus as well as work in one of the specialty areas. During the semester following this summer session, participants return to the instructional teams they left, for a semester-long practicum. Staff from the university lead a continuing weekly seminar and consult with participants on-the-job.

Key characteristics of this approach are: urban emphasis; on-campus centered; intensive, one-year preparation program for school districts implementing role-differentiated elementary school staffs.

Marquette University will offer an off-campus centered program. Opportunities to acquire skill in the "core" lead-teacher behaviors occur during a year-long practicum. Seminars led by university staff center around these "core" behaviors, drawing illustrations from leadership problems facing participants on-the-job. Summer sessions precede and follow the on-the-job training. The first summer uses formal coursework to stress general principles related to "core" lead-teacher roles. Both summer sessions offer coursework related to becoming research, learning, or community specialists.

Key characteristics of this approach are: urban emphasis; off-campus centered; intensive, one-year and two summer session preparation program for school districts implementing role differentiation.

The University of Wisconsin, Milwaukee has the preparation of elementary school principals as its focus. The result of two years of participation by principals with on-campus model differentiated staffs (called "cadres") is the development of formal coursework and practicum experiences which relate to role-behaviors of the principal in a school with differentiated staff. These role-behaviors will have been acted out and identified by the participants through summers spent in operation and analysis of model-schools, and also by analysis of the experience of the cadres while on-the-job. The one-year program developed will be offered to a new group of participants during the third year of the project.

Key characteristics of this program are: focus on principal's role; urban emphasis; both on- and off-campus centered; for school districts ready to implement differentiated staffing.

State-Wide Pattern: Rural Settings

Two of the consortium members emphasize role differentiation in rural settings; these are Wisconsin State University, Eau Claire and Wisconsin State University, LaCrosse.

WSU, Eau Claire will offer an on-campus centered program. It is aimed at participating school districts which have at least partially differentiated their staffs (using the "unitized" school model presented earlier). New courses related to "core" role-behaviors will be offered, together with the opportunity to develop specialties in community analysis, working with paraprofessionals, building learning environments. A continuous summer plus two semester on-campus will be followed by a follow-up year in which participants are on-the-job as lead-teachers. University staff will make periodic visits to consult with the instructional units or teams with which the participants work.

Key characteristics of this program are: rural emphasis; on-campus centered; a two-year program in which a year of work on-campus is followed by a year-long practical experience as lead-teacher; designed for school staffs near to the implementation stage in role differentiation.

WSU, LaCrosse will have an off-campus centered program. School districts in the rural area served by this university have made some tentative starts in the direction of differentiating staff roles with the encouragement and assistance of a Title III grant administered by WSU, LaCrosse and the State's Cooperative Educational Service Agency #11 which coordinates curriculum development for local schools in that part of Wisconsin. In general, these districts are at a developmental rather than implementation stage. This accounts for the particular shape and style of approach of this component of the consortium. A three-year program is planned. During the first year, participants meet with university staff to plan staff differentiation and anticipate their needs for formal coursework and consultant help. This planning begins in Summer, 1970 and continues the following year while participants work in their schools. The second year emphasizes partial differentiation together with intensive analysis of the effects of tentative staffing patterns. The third year sees the participant in fully differentiated staffing patterns.

Key characteristics of this program are: rural emphasis; off-campus centered; a three-year developmental effort aimed at implementation in the third year by the first two year's participants.

Selecting Participants

Certain elements in the process of selecting participants for the program will be common to all members of the consortium. Member institutions will develop and broadcast materials describing the program to school districts throughout the part of Wisconsin near them. The State Department of Public Instruction (a member of the consortium) will play a major role in dissemination. The involvement of a participant is really the involvement of a school district from which he comes or to which he may go upon completing the program, since one criterion for admission is that the candidate be a lead-teacher (or pincipal working with differentiated staff) or intends to become one when he completes the program. A first step then is for each member of the consortium to identify the school districts with which the institution will work giving attention to the climate for change, and for support of role differentiation in that school district.

School districts will be chosen by April 15, 1970 71 for those whose participants begin in Summer, 1970; those beginning in September, 1970 will be selected by May 15, 1970. Preference will be given those districts which guarantee that participants will receive no loss of pay or tenure. This obligates the districts to pay each participant the difference between his stipend and his regular salary for that year.

Two primary considerations are vital before the final selection of the potential lead-teacher is made. The person selected must first have indicated a desire to become a career leader. He must be interested in remaining in the instructional setting, in touch with students at the classroom level. Secondly, it is considered vital that his peers have identified him as a leader and one with whom they could work in the capacity of a lead-teacher.

The final selection, however, will be made by a committee of public school personnel and university faculty. The most probable committee membership will include the building principal, another administration representative, (perhaps a curriculum director), two building teachers, and a university representative. Though selection committee make-up may vary from one school district to another, all such committees will include teachers as well as administrators.

The steps in selection of program participants would be:

*1. Consortium invites participation from school districts.

*2. School districts identify themselves as having schools whose staffs are totally differentiated or indicate their willingness to organize one or more schools in that way.

3. School districts invite applications from interested teachers and principals.

4. Teachers and principals apply for program.

5. Selection committee (consisting of school district and university members) reviews applications, collect data about candidates (including judgments of his peers about

---

*Universities in the consortium and the State Department of Public Instruction have already had applications for participation from six school districts in Wisconsin. Three of these districts have one or more schools with fully differentiated staffs. Three of these districts are not yet at that level but appear eager to work towards it. See Appendix A.

his leadership abilities, interview with candidates) and selects participants. Criteria for selection will include:

a. An indicated interest in the role being developed (lead-teacher or principal)

b. Minimum of two years of successful teaching

c. Presently a lead-teacher or will be when he completes the program

d. Leadership potential identified by peers

e. Meets institution's requirements for graduate study (may be waived for participants not seeking a graduate degree or graduate credit).

Developing and Regenerating the Program.

Each member teacher education instruction will form a Program Improvement Team consisting of staff from the university, teacher and administrator representing the school districts the insitituion work's with, and program participants. An essential element of all programs in the consortium is their responsiveness to input from program participants and cooperating school districts. This is not an adjunct but an integral part of each program. All the evaluative behavior is aimed at working useful modification of program possbile.

Whenever the term "formal coursework" is used, it should be understood to refer to a flexible academic experience. The flexibility extends to the content, materials, method of a course which might for three hours a week for fifteen weeks in a semester. Flexibility also extends to the shape of the academic experience itself. The opportunity to gain insight into leadership skills, curriculum or management skills, and the like through being informed, applying information, analyzing, synthesizing and evaluating knowledge may come through another structure then the semester-long course. The alternatives may include short, highly focused courses of three to five wekks duration both in and out of education (e.g., sociology of urban ghetto; relating media to an environment for learning). Additional alternatives may include self-instructional materials or independent study under a professor's direction. The shape, extent, and content of alternatives to semester courses will be determined by the response of the Program Improvement Teams to the first round of programs.

Practicum Experiences

All programs will stress practicum experiences, i.e. the opportunity for participants to practice the skills in leadership they are trying to develop joined with the opportunity to get feedback information about the effects of behavior so that analysis evaluation can lead to a refinement of skills in the off-campus centered programs, the practicum is the major part of the preparation. In on-campus centered programs, approximately an equal emphasis is given to academic and practicum experienced. The on-campus centered programs at University of Wisconsin, Madison and University of Wisconsin, Milwaukee include an intermediate practicum experience through the use of a "laboratory" or controlled model of the instructional team setting.

Evaluation

Evaluation will be twofold: examining the effectiveness of the different programs as preparation programs; examining the effectiveness of the role-behaviors of the participants within the differentiated staffs with which they work.

One of the advantages of a consortium in which components are varied among members is that sharing can lead to a single component of a program being changed in response to information about successful operation on another campus. Weaknesses and strengths are more readily apparent given comparative data.

The major sources of data to be used in evaluating the preparation programs are: the participants in the program; Program Improvement Teams; university staffs; outside evaluation group, the Advisory Board.

Participants and university staffs will be asked to rate the contributions and effectivensss of various parts of their programs: recruitment and selection, formal coursework, practicum experiences.

Participants, their colleagues in the schools in which they teach, and administrators in the school districts will be asked to describe role-behaviors of effective lead-teachers (or principals) and the consequences these behaviors have for decision-making in the team. Analyses of the actual role-behaviors of particpants will be made by university staffs and effects of discrepancies assessed.

Participants will respond to the Rokeach Dogmatism Scale, Cattell 16 P.F. Factor Questionnaire and other instruments designed to see if significant shifts occur in personality characteristics which may be related to effective instructional team leadership.

At each campus, data from these sources will be available to the institution's Program Improvement Team so that it can react with suggestions for program improvement for that institution.

An Advisory Board for the total consortium will consist of representatives of interested sectors of the state's citizens such as teacher organizations, school boards, urban and rural residents, minority groups, the Wisconsin Research and Developement Center for Cognitive Learning, and the teacher education institutions which are members of the consortium. This board will meet at least once a year to review the state-wide model.

Figure 2 on the following page charts the total state-wide model program, indicating how each campus plays a role in support of the over-all state-wide structure. On succeeding pages the program on each campus is described briefly.

	LEAD TEACHER				PRINCIPAL
	RURAL EMPHASIS		URBAN EMPHASIS		
Time Schedule	On-Campus Oriented (WSU, Eau Claire)	Off-Campus Oriented (WSU La Crosse)	On-Campus Oriented (U. of Wis.-Madison)	Off-Campus Oriented (Marquette U.)	(U. of Wis, Milwaukee)
Summer, 1969	----------------	----------------	(U.S.O.E. supports Model Summer Program. Consortium members assemble.)	----------------	----------------
Semester I, II 1969-70 ½	Analysis of summer model program with follow-up by U of Wis., Madison in schools. All institutions identify school districts which will participate, work with school districts to develop criteria for admission, recruit participants, develop tentative program. (Local support, not funded by U.S.O.E.)				
Summer, 1970	5 lead teachers; on campus sequence started with courses in Social Ecology, Human Relation I, and Principles of Curriculum.	9 lead teachers; on campus sequence started with scrutiny training, formal course, and laboratory experience; planning for future curriculum.	24 lead teachers return on campus to refine concept of lead teacher while involved in laboratory practicum experience. Selection of 5 to continue.	12 participants on campus enrolled in two courses, educational psychology and educational research.	2 teams of teachers including principals, lead teachers, teachers, and aides (when appropriate) on campus to consider the roles of the team. Practicum in mini school concept.
Semester I, 1970	5 lead teachers continue plus 15 new continue on campus sequence taking formal course work in Human Relations II, Role and Goal Theory Philosophical Foundations of Education and Research in Teaching.	9 lead teachers return to respective schools; 8 in-service seminars with university providing consultation services.	5 lead teachers remain on campus; taking courses, developing and modifying others, planning research, and identify and work with public school teams from which semester II participants are selected.	12 participants return to their respective schools and are involved in two university seminar courses plus university visitation and consultation.	2 teams return to their respective schools with university personnel assisting the teams, analyzing the roles, and developing competencies while on the job.
Semester II, 1971	20 lead teachers continue on campus in Instruction, Organization Theory Research Design, a Liberal Arts Elective, and Research	Continue on same basis as Semester I.	5 lead teachers continue on same basis as Sem. I; 16 lead teachers begin formal course work on campus in Curri-	Continue on same basis as Semester I.	Continue on same basis as Semester I.

FIGURE 2 STATE-WIDE MODEL PROGRAM

	(WSU, Eau Claire)	(WSU, La Crosse)	(U. of Wis-Madison)	(Marquette U.)	(U. of Wis, Milwaukee)
Semester II, 1971 (cont.)	Paper. 5 lead teachers complete formal academic experiences at end of semester.	Continue on same basis as Semester I.	culum, Improving Teaching, and Leadership.	Continue on same basis as Semester I.	Continue on same basis as Semester I.
Summer, 1971	15 lead teachers continue on campus sequence as identified above in Summer 1970; 15 new lead teachers begin same sequence.	9 lead teachers return; on campus sequence of formal academic experiences.	16 lead teachers continue in lab. practicum and formal academic work; 5 lead teachers participate in lab practicum and return to respective schools after seminar session.	12 participants return to campus for course work in social and community and learning environments, program ends for these participants, 12 new participants begin sequence.	10 principals selected to participate in consideration of role requirements of a principal when operating with a differential staff.
Semester I, 1971	15 lead teachers continue on campus academic work as developed above; 20 lead teachers in their respective schools (5 original groups and 15 second group) Consultants from univ. visit each practicum student in schools	9 lead teachers return to respective schools; 8 in-service seminars with univ. providing consultation services.	16 lead teachers in field practicum in their respective schools; univ. supervision and continual weekly seminar for participants. Work by univ. identifying 16 new participants to begin formal academic experiences on campus in Jan. 1972.	12 participants sequence continues as developed above.	10 principals return to their respective schools; univ. provides consultation services and assistance in classifying roles while gathering data and developing courses.
Semester II, 1972	Continue on same basis as Semester I.	Continue on same basis as Semester I.	16 new lead teachers begin formal academic program as developed above.	↓	Continue on same basis as Semester I.
Summer, 1972	15 lead teachers continue on campus sequence as identified above; 15 new lead teachers begin same sequence.	9 lead teachers return to on-campus sequence of formal academic experience	16 lead teachers continue in lab-practicum and formal academic work	↓	10 new principals selected to begin academic year institute in Sem. I 1972; continued course modification and development

FIGURE 2 (cont.)

	(WSU Eau Claire)	(WSU, La Crosse)	(U.of Wis-Madison)	(Marquette U.)	(U. of Wis, Milwaukee)
Semester I & II 1972-1973	Programs continue as planned with the modification incorporated which were seen to be advisable.	In school implementation of the differential staffing problem,	Programs continue as planned with the modification incorporated which were seen to be advisable.	12 participants sequence continues as developed above.	10 principals identified above begin form academic course work in preparing a principal to operate in a school employing a differential staffing pattern.

FIGURE 2 (cont.)

THE LEAD-TEACHER PROGRAM AT THE UNIVERSITY OF WISCONSIN - MADISON

The Lead-Teacher Program at the University of Wisconsin - Madison may be characterized as an on-campus, urban oriental program which requires one summer session and one academic year to complete. The program will be described below, detailing somewhat the program development, the suggested sequence of experiences, and the on-campus academic and practicum programs.

Specific identification and selection began in January, 1969 and is considered to be a continuous process. The twenty-four lead-teacher participants and principals selected to participate in the previous summer institute on role differentiation will be invited to return during the summer of 1970. This group will be invited to continue its study of the lead-teacher role and to make final recommendations for an education program developing the concept of the lead-teacher in a differentiated staff.

From this group, five continuing participants will be selected to assist in developing a comprehensive education program, to plan research, and to assist in the identification and selection of lead-teachers. They will be asked to remain on campus through August, 1971, to evaluate and modify the academic experiences, and to assist in the laboratory practicum described later.

In February 1971, fifteen participants will begin the recommended academic program. They will continue their experiences through the summer of 1971 in an academic and laboratory-practicum combination. The semester of field practicum follows from September 1971 through January 1972. Fifteen new participants, identified in an on-going process will begin the cycle in February, 1972.

Important in the program concept is the close tie between the University and the public schools involved in the program. The lead-teacher participant is identified early enough so that the team of teachers and the public schools can prepare for his absence beginning in the middle of an academic year. But while he is absent from the team, he is replaced by two university graduate interns (liberal arts graduate students involved in their student teaching experience.) He then returns to the team in the field practicum the following year.

The academic experience consists of developing competencies in four core areas: Curriculum, Management of Instruction, Group Dynamics and Leadership, Improvement in Teaching. There are seven courses in Curriculum and Instruction currently offered, seven in which the concepts of group dynamcis and leadership are considered, and five in the area of Improving Teaching. Academic work will be provided through a combination of these courses, depending on the needs and experience of the individual lead-teacher . In addition, a modular course is being developed in which the participant will be provided an overview of team functions and from which he may select an area of special emphasis from among many short-term (three-five week) "modules."

The practicum experience is of two types: the first is a laboratory-practicum in which there are controlled experiences directly related to the academic experiences; the second is the field practicum. The field practicum involves placement in the team from which he was originally selected and an experience provided in which he is expected to practice and test the academic concepts and his skill in employing them. University personnel will provide feedback directly to the participant and the team while, in addition, a practicum seminar is provided for all participants.

THE LEAD-TEACHER PROGRAM AT
WISCONSIN STATE UNIVERSITY - LACROSSE

The Lead-Teacher Program at Wisconsin State University - LaCrosse may be characterized as an off-campus, rural oriented program which requires three years to complete. The sequence will be described below, detailing the emphasis on program development and public school-university interaction in developing the competencies of a lead-teacher.

From February through May of 1970, a planning committee consisting of representatives from the university, public schools, Department of Public Instruction, and Cooperating Educational Service Agencies will determine the general parameters of the program. They will select the nine participants to be involved in the program and will plan the initial summer experience.

The total program is conceptualized as being a combination of formalized instruction on campus during the summers with off-campus field work during the academic year. The nine participants selected by the planning committee will begin their formalized instruction in June, 1970 by taking courses, participating in a laboratory experience, and being involved in sensitivity training. They will also assist in developing the subsequent three year curriculum; the total program to have been completed by June, 1973.

The overall pattern of experience is suggested to be three summer sessions of formal instruction on campus; with sixteen days of in-service work per academic year for three years. The first two summer sessions and academic year involvement have a focus on developing the concept of lead-teaching and the skills involved while the third year may be considered field testing the concept and skills.

Suggested program components to be considered include those which deal with human relation skills, communication, self analysis; curriculum implementation, and evaluation; instructional techniques, and coordination; school and community interaction; environmental conditions for learning; and research.

THE LEAD-TEACHER PROGRAM AT WISCONSIN STATE UNIVERSITY - EAU CLAIRE

The Lead-Teacher Program at Wisconsin State University - Eau Claire may be characterized as an on-campus, rural school oriented program, which requires two years to complete. The program will be described below, detailing somewhat the general sequence, the academic experience and practicum involvement.

Specific identification and selection of lead-teacher participants will begin in February, 1970. A group of 15 ~~five~~ participants will be selected to begin their formal academic work during the summer of 1970 and to continue this on-campus work for the entire academic year, 1970 - 1971. It is anticipated that each of the five participants will return to the school from which they were selected for a year long practicum. During this time the University will provide consultant assistance to the public schools involved and specifically to the lead-teacher participants.

A second group of fifteen participants is selected during the Spring of 1970 to begin their program in September, 1970. The initial group of five and this second group of participants will share the common course offerings specific to the lead-teacher during the 1970-1971 academic year. Group two will complete its on-campus academic experience during the summer of 1971 when a third cycle of participants begins its program. While group two is involved in the off-campus field experience during the academic year 1971-1962, group three will continue its on-campus experience. (see Diagram A)

The following courses are being developed specifically for the Lead-Teacher Program: Social Ecology, Practicum in Human Relations I, Practicum in Human Relations II, Seminar in Role and Goal Theory, Seminar in Organization Theory and Diagnosis, Improvement of Instruction. This program of courses is supplemented by five existing courses: Research in Teaching, Evaluation, Fundamentals of Psychology in Education, Principles of Curriculum Planning, and Philosophical Foundations of Education.

Since the participants will bring varied educational and experiential backgrounds to the program, program planning will be done on an individual basis. When an individual's background suggests that educational experiences, other than those provided in the courses described previously, would be more beneficial to his leadership role, modification of the individual's program will result.

The off-campus practicum will take place when lead-teacher participants have returned to their school districts. The Institute staff from the University will serve as consultants to the school systems, with the cost being assumed by the districts. The main foci will be on diagnosing problems in the exercise of the lead-teachers role, attempting to remediate such problems, and to evaluate the Lead-Teacher Program.

THE LEAD-TEACHER PROGRAM AT MARQUETTE UNIVERSITY

The Lead-Teacher Program at Marquette University may be characterized as an off-campus, urban oriented program, which requires of a participant two summer sessions and one academic year to complete. The program will be described below, detailing somewhat the general sequence of experiences.

The first cycle of the program will consist of a summer session, an academic year, and a second summer session. Thus, the first phase would run from the summer session of 1970 through the summer session of 1971. During the summer session of 1971, a second group of participants will begin while the first group is ending the cycle.

The formal course work offered during the first summer session will consist of an educational psychology course and also one in research methods. The first is geared to diagnosing needs and identifying appropriate activities. The second refers to a lead-teacher's need to apply, interpret, and coordinate research.

The two formal courses taken during the academic year, seminars in learning environments and teaching school and community, are taken while the participants are on the job. Specific relevance to the participant's own school and community is recognized as a basic major asset to this experience.

During the second summer session, curriculum development and social psychology are offered. The content of these and all the formal courses and seminars will deal specifically with the type of problem that a lead-teacher may encounter. The curriculum is designed to enhance the skill of the lead-teacher in the areas of management, technical knowledge, and personal and interpersonal relations.

A third group of participants begins the cycle in June, 1972.

THE LEAD-TEACHER PROGRAM AT
THE UNIVERSITY OF WISCONSIN - MILWAUKEE

The Lead-Teacher Program at the University of Wisconsin - Milwaukee may be characterized as an on-campus, developmental program with the primary focus on the implication of the lead-teacher, concept as it relates specifically to the principal. Ultimately, a principal-participant will be in the program for one academic year: the developmental sequence will be described below with some consideration given to suggested program emphasis.

The first phase of a three phase program begins in June of 1970 with two complete teams of school personnel involved in an on-campus summer session developing the concept of a lead-teacher with all members of a team contributing. Each team would be involved in operating a mini summer school while participating in formal academic experiences. Systematic in-service experiences and follow-up by the university is provided for these teams throughout the following year, September 1970 - June 1971. Primary emphasis will be in determing the implications for principal and lead-teacher inter-relationships and role identification.

A second phase begins in June, 1971. During the summer session, ten principals will be involved in role training based on information gained from the previous year's experiences. Specific formal course work will be developed and/or modified to deal directly with the principal's instructional roles. By the end of the summer session, 1971, each principal would return to his respective university personnel. Lead-teachers from these same schools, attending other consortium programs, would be an integral part of the cross role training and implementation program.

Beginning in September, 1971, an academic year program will have been developed based on the previous two years experience. Ten principals will be selected from participating schools and will proceed through a program emphasizing the development of specific proficiencies in managerial skills, technical skills, human skills, and speculation - conceptual skills, all related to the emerging role definition and expectation of a principal operating in a school employing lead-teachers and differenciated staff.

ORGANIZATION AND GENERAL CAPABILITIES

Organization

The consortium is organized so that a director from the Madison campus of the University of Wisconsin coordinates the work of all member institutions. An associate director on each campus, including the Madison campus, and from the Department of Public Instruction form an executive committee which, together with the Director and Assistant Director, make decisions about the operations of the consortium. The consortium is understood to be a coordinated effort of equal members with the University of Wisconsin at Madison acting as fiscal agent.

Staff

Director: B. Robert Tabachnick, Professor of Curriculum and Instruction, University of Wisconsin, Madison; Chairman of the Department of Curriculum and Instruction. Helped to develop the first elementary school instructional teams in Wisconsin in 1960. Has worked with role differentiation and teacher education in the United States and Nigeria.

Associate Director: State Department of Public Instruction - to be named.

Associate Director: Donald N. Lange, University of Wisconsin, Madison. Assistant Professor of Curriculum and Instruction. Consulted with "lighthouse" schools. Co-director of Summer Laboratory School (practicum for EPDA program Summer, 1969).

Associate Director: Roger C. Seager, University of Wisconsin, Milwaukee. Associate Professor of Education; "Triple-T" project. Ran administrator clinics for analysis of applied problems.

Associate Director: Glen Tagatz, Marquette University. Associate Professor of Educational Psychology. Fellowship at R and D Center to work with multiunit instructional settings.

Associate Director: Charles Kofoid, Wisconsin State University, Eau Claire. Assistant to the Dean, School of Education. Consultant to "lighthouse" schools. Directed NDEA Title 11 Project for Team Leaders.

Associate Director: Richard E. Rasmussen, Wisconsin State University, LaCrosse. Associate Professor of Elementary Education, Director campus Laboratory School.

Assistant Director: Theodore C. Czajkowski, University of Wisconsin, Madison. Assistant Professor of Curriculum and Instruction. Consulted with "lighthouse" schools. Co-director of Summer Laboratory School (practicum for EPDA program Summer, 1969).

Facilities

Classroom space, media equipment, study space, library, eating and housing accommodations, health services are sufficient and available on each campus. The Research and Development Center for Cognitive Learning, on the Madison campus, has developed video tapes, monographs, etc. dealing with the use of instructional units to differentiate staff. These will be available to all members of the consortium.

Budget Justification

To facilitate examination of the budget of this proposal separate budgets for each component have been itemized in addition to a total budget for the Consortium. The EPDA form was adapted to the request for a three year project by modifying the columns using a yearly format since the request is totally for Part D funding. The budget for each year is itemized in a separate column. Because it is not possible to indicate accurately the stipend and dependent support for a three year request in terms of numbers on lines 18 and 19, a separate sheet is included describing stipend and dependency allowances by Consortium member institutions including descriptions, numbers, amounts, and totals by years.

Part A. - Direct Costs - Administrative and Instructional Staff Salaries.

1. Directors
    a. Consortium Director - B. Robert Tabachnick, University of Wisconsin - Madison. Salary computed on a one-third (1/3) time basis for the total year and projected approximately for the three year period.

    b. Department of Public Instruction Director - to be designated, Wisconsin Department of Public Instruction. Salary request furnished by the DPI at their full-time total year rate for comparable positions.

    c. Wisconsin State University - Eau Claire Associate Director - Charles Kofoid. Salary computed on one-half (1/2) time basis for the total year and averaged over the three years.

    d. Wisconsin State University - LaCrosse Associate Director - Richard Rasmussen. Salary computed on a one-half (1/2) time basis for the total year and averaged over the three years.

e. University of Wisconsin -Madison Associate Director, Donald N. Lange and Assistant Director, Theodore J. Czajkowski. Salaries computed on a one-half (1/2) time basis for total year and projected over three years.

f. Marquette University Associate Director, Glen Tagatz. Salary computed on a one-half (1/2) time basis for the academic year and six week summer session.

g. University of Wisconsin - Milwaukee Associate Director Roger Seager. Salary computed on a one-half (1/2) time basis for the full year and projected over the three year period.

2. Secretarial. Each Consortium member institution and the director have budget requests for a one-half (1/2) time secretary at equal yearly rates.

3. Budget requests for lines 3 through 8 are itemized on the individual budgets at established rates for each of the member institutions. Specific names are not available at this time for such positions.

B. Other Direct Costs

1. Travel - Estimated on basis of the following:
   a. Consortium Director - Travel related to administrative and coordinating functions to member institutions and cooperating school districts.

   b. Department of Public Instruction Director - Travel to assist the Consortium Director and represent the Department of Public Instruction in state-wide coordination of Consortium. To member institutions and cooperating school districts.

3. Associate and assistant directors and staff. Travel to cooperating schools to administer in-service and practicum program components. Travel to other member institutions and Consortium Directors office for planning and evaluation meetings.

4. WSU - LaCrosse - request for $8,000 per year includes additional funds for participant travel to on-campus workshops during in-service practicum.

5. Lines 12 and 13 represent estimates necessary for the categories indicated. Major responsibility for publicity will be the Consortium Director's.

6. Line 15 - The budget entry for $2400 in the UW - Madison program budget represents rental fees for video tape recorders to be used in analyzing teaching, conference-feedback, and team planning situations.

C. Stipend Support is itemized on a separate sheet.

TOTAL CONSORTIUM BUDGET - University of Wisconsin - Madison (Fiscal Agent)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0759
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Wisconsin
Madison, Wisconsin 53706

			1970-71	1971-72	1972-73
A.	DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES				
1	DIRECTOR		76,700	78,100	67,400
2	SECRETARIAL AND CLERICAL		18,000	18,600	19,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF		7,400	7,400	7,400
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO.	28,800	28,800	29,000
6	LABORATORY ASSISTANTS	NO.	18,400	22,400	14,400
7	INSTRUCTIONAL ASSISTANTS	NO.	5,500	5,750	6,000
8	LECTURERS AND/OR CONSULTANTS	NO.	4,400	6,000	3,000
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		159,200	167,050	146,400
B.	OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS		2,400	2,400	2,400
11	TRAVEL		16,200	14,600	19,800
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		9,950	9,550	9,550
13	INSTRUCTIONAL SUPPLIES, ETC.		10,800	9,100	6,200
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*		2,400	2,400	2,400
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		41,750	38,050	40,350
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		200,950	205,100	186,750
C.	STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS	NO.	155,000	162,900	181,400
19	DEPENDENTS	NO.	19,940	21,440	22,740
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		174,940	184,340	204,140
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		375,890	389,440	390,890
22	INDIRECT COSTS *(8 percent of Line 21)*		30,071	31,155	31,271
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		405,961	420,595	422,161

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - Consortium Director

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0755
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Wisconsin
Madison, Wisconsin 53706

			1970-71	1971-72	1972-73
	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES				
1	DIRECTOR .33/year		8,000	8,500	9,000
2	SECRETARIAL AND CLERICAL		3,000	3,100	3,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF (1.0/year)		7,400	7,400	7,400
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO.			
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		18,400	19,000	19,600
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL		2,000	1,000	1,000
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		2,000	1,500	1,500
13	INSTRUCTIONAL SUPPLIES, ETC.				
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		4,000	2,500	2,500
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		22,400	21,500	22,100
	C. STIPEND SUPPORT *(federal participants)*				
18	PARTICIPANTS	NO.			
19	DEPENDENTS	NO.			
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*				
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		22,400	21,500	22,100
22	INDIRECT COSTS *(8 percent of Line 21)*		1,792	1,720	1,768
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		24,192	23,220	23,868

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - University of Wisconsin - Madison

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0759
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Wisconsin
Madison, Wisconsin 53706

	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		1970-71	1971-72	1972-73
1	DIRECTOR Associate Director Assistant Director	.5/year .5/year	7,000 7,000	7,200 7,200	7,600 7,600
2	SECRETARIAL AND CLERICAL		3,000	3,100	3,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO. .5/year	7,000	7,000	7,000
6	LABORATORY ASSISTANTS	NO. 1.0/year	7,200	7,200	7,200
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		31,200	31,700	32,600
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL		1,200	1,000	1,000
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		1,600	1,600	1,600
13	INSTRUCTIONAL SUPPLIES, ETC.		1,600	1,200	400
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*		2,400	2,400	2,400
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		6,800	6,200	5,400
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		38,000	37,900	38,000
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS	NO.	62,300	67,200	67,200
19	DEPENDENTS	NO.	7,600	8,000	8,000
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		69,900	75,200	75,200
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		107,900	113,100	113,200
22	INDIRECT COSTS *(8 percent of Line 21)*		8,632	9,048	9,056
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		116,532	122,148	122,256

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - Wisconsin State University Eau Claire

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0759
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Wisconsin
Madison, Wisconsin 53706

	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		1970-71	1971-72	1972-73
1	DIRECTOR .5/year		7,600	7,600	7,600
2	SECRETARIAL AND CLERICAL		3,000	3,100	3,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO. .5/year	7,000	7,000	7,000
6	LABORATORY ASSISTANTS	NO. 1.0/year	7,200	7,200	7,200
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		24,800	24,900	25,000
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL		1,600	800	800
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		1,600	1,600	1,600
13	INSTRUCTIONAL SUPPLIES, ETC.		1,600	1,200	400
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		4,800	3,600	2,800
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		29,600	28,500	27,800
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS	NO.	73,500	73,500	63,000
19	DEPENDENTS	NO.	8,500	9,000	7,500
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		82,000	82,500	70,500
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		111,600	111,000	98,300
22	INDIRECT COSTS *(8 percent of Line 21)*		8,928	8,880	7,864
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		120,528	119,880	106,164

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - Wisconsin State University - LaCrosse

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE OFFICE OF EDUCATION WASHINGTON, D.C. 20202 EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS BUDGET SUMMARY	BUDGET BUREAU NO. 51-R0759 APPROVAL EXPIRES: 11/30/69
TITLE OF PROJECT REPORTED A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools	NAME AND ADDRESS OF INSTITUTION *(City, State, ZIP Code)* University of Wisconsin Madison, Wisconsin 53706

	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		1970-71	1971-72	1972-73
1	DIRECTOR .5/year		8,600	8,600	8,600
2	SECRETARIAL AND CLERICAL		3,000	3,100	3,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO. 2.0/year	4,000	4,000	4,000
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.	3,000	3,000	3,000
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		18,600	18,700	18,800
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL		8,000	8,000	8,000
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		1,350	1,350	1,350
13	INSTRUCTIONAL SUPPLIES, ETC.		4,500	4,500	4,500
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		13,850	13,850	13,850
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		32,450	32,550	32,650
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS	NO. 9.0/year	5,400	5,400	5,400
19	DEPENDENTS	NO.	1,030	1,030	1,080
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		6,480	6,480	6,480
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		38,930	39,030	39,130
22	INDIRECT COSTS *(8 percent of Line 21)*		3,114	3,122	3,130
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		42,044	42,152	42,260

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - Marquette University

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0759
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION *(City, State, ZIP Code)*
University of Wisconsin
Madison, Wisconsin 53706

			1970-71	1971-72	1972-73
A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES					
1	DIRECTOR	.5/year	8,000	8,000	8,000
2	SECRETARIAL AND CLERICAL		3,000	3,100	3,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO. 2.0/year	5,800	5,800	6,000
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		16,800	16,900	17,200
B. OTHER DIRECT COSTS					
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL		800	1,000	1,400
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		1,600	1,600	1,600
13	INSTRUCTIONAL SUPPLIES, ETC.		1,600	1,200	400
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		4,000	3,800	3,400
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		20,800	20,700	20,600
C. STIPEND SUPPORT *(Federal participants)*					
18	PARTICIPANTS	NO.	5,400	10,800	10,800
19	DEPENDENTS	NO.	1,080	2,160	2,160
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		6,480	12,960	12,960
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		27,280	33,660	33,560
22	INDIRECT COSTS *(8 percent of Line 21)*		2,182	2,693	2,685
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		29,462	36,353	36,245

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - University of Wisconsin - Milwaukee

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0759
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Wisconsin
Madison, Wisconsin 53706

A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES			1970-71	1971-72	1972-73
1	DIRECTOR	.5/year	11,500	12,000	Assumed by UWM
2	SECRETARIAL AND CLERICAL		3,000	3,100	3,200
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO. 2.0/summer	5,000	5,000	5,000
6	LABORATORY ASSISTANTS	NO. .5(70-71) 1.0(71-72)	4,000	8,000	0
7	INSTRUCTIONAL ASSISTANTS	NO. .5/year	5,500	5,750	6,000
8	LECTURERS AND/OR CONSULTANTS	NO.	1,400	3,000	
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		30,400	36,850	14,200
B. OTHER DIRECT COSTS					
10	EMPLOYEE SERVICES AND BENEFITS				
11	TRAVEL		1,000	1,200	6,000
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		700	800	800
13	INSTRUCTIONAL SUPPLIES, ETC.		1,500	1,000	500
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		3,200	3,000	7,300
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		33,600	39,850	21,500
C. STIPEND SUPPORT *(Federal participants)*					
18	PARTICIPANTS	NO.	8,400	6,000	35,000
19	DEPENDENTS	NO.	1,680	1,200	4,000
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		10,080	7,200	39,000
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		43,680	47,050	60,500
22	INDIRECT COSTS *(8 percent of Line 21)*		3,494	3,764	4,840
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		47,174	50,814	65,340

OE FORM 7203-1, 6/69

ITEMIZED BUDGET - State Department of Public Instruction

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY

BUDGET BUREAU NO. 51-R0750
APPROVAL EXPIRES: 11/30/69

TITLE OF PROJECT REPORTED
A Statewide Model Program for Developing Leaders in Role Differentiated Elementary Schools

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Wisconsin
Madison, Wisconsin 53706

			1970-71	1971-72	1972-73
	A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES				
1	DIRECTOR		19,000	19,000	19,000
2	SECRETARIAL AND CLERICAL				
3	OTHER ADMINISTRATIVE SUPPORTING STAFF				
4	FULL-TIME INSTRUCTORS	NO.			
5	PART-TIME INSTRUCTORS	NO.			
6	LABORATORY ASSISTANTS	NO.			
7	INSTRUCTIONAL ASSISTANTS	NO.			
8	LECTURERS AND/OR CONSULTANTS	NO.			
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		19,000	19,000	19,000
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS		2,400	2,400	2,400
11	TRAVEL		1,600	1,600	1,600
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		1,100	1,100	1,100
13	INSTRUCTIONAL SUPPLIES, ETC.				
14	REQUIRED FEES				
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*				
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		5,100	5,100	5,100
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		24,100	24,100	24,100
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS	NO.			
19	DEPENDENTS	NO.			
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*				
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		24,100	24,100	24,100
22	INDIRECT COSTS *(8 percent of Line 21)*		1,928	1,928	1,928
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		26,028	26,028	26,028

OE FORM 7203-1, 6/69

STIPENDS AND DEPENDENCY ALLOWANCES*

	Description	Amount		Total
UW-Madison	Long Term Full Time			
1970-71	Summer 24 at $700	Stipend	62,300	
	Academic Year 5 at $3500	Dependent(s)	7,600	69,900
	Spring 16 at $1750			
1971-72	Summer 16 at $700	Stipend	67,200	
	Fall 16 at $1750	Dependent(s)	8,000	75,200
	Spring 16 at $1750			
1972-73	Summer 16 at $700	Stipend	67,200	
	Fall 16 at $1750	Dependent(s)	8,000	75,200
	Spring 16 at $1750			
Marquette U.	Part Time			
1970-71	12 at 75/week + 15 per	Stipend	5,400	
	dependent(s)	Dependent(s)	1,080	6,480
1971-72	24 at 75/week + 15 per	Stipend	10,800	
	dependent(s)	Dependent(s)	2,160	12,960
1972-73	24 at 75/week + 15 per	Stipend	10,800	
	dependent(s)	Dependent(s)	2,160	12,960
Eau Claire	Long Term Full Time			
1970-71	5 at $700 (summer)	Stipend	73,500	
	20 at $3500 Academic Year	Dependent(s)	8,500	82,000
1971-72	30 at $700 (summer)	Stipend	73,500	
	15 at $3500 Academic Year	Dependent(s)	9,000	82,500
1972-73	15 at $700 (summer)	Stipend	63,000	
	15 at $3500 Academic Year	Dependent(s)	7,500	70,500
LaCrosse	Part Time			
1970-71	9 at 75/week + 15 per	Stipend	5,400	
	dependent(s)	Dependent(s)	1,080	6,480
1971-72	9 at 75/week + 15 per	Stipend	5,400	
	dependent(s)	Dependent(s)	1,080	6,480
1972-73	9 at 75/week + 15	Stipend	5,400	
	dependent(s)	Dependent(s)	1,080	6,480
Milwaukee	Part Time 1970-72, Full Time 1973			
1970-71	14 at 75/week + 15 per	Stipend	8,400	
	dependent(s)	Dependent(s)	1,680	10,080
1971-72	10 at 75/week + 15 per	Stipend	6,000	
	dependent(s)	Dependent(s)	1,200	7,200
1972-73	10 at $3500 Academic Year	Stipend	35,000	
	400/dependent(s)	Dependent(s)	4,000	39,000
		TOTAL		563,420

*Dependent estimates based on 1 per participant as indicated in directions.

APPENDIX A

BOARD OF EDUCATION
Harold Scheider, *President*
Glen D. Johnson, *Clerk*
Jerry D. McNally, *Treasurer*
Myron Dahl, *Director*
Elwood Olson, *Director*
Emmons Selander, *Director*
J. R. Tyberg, *Director*

Grantsburg Integrated Schools
GRANTSBURG, WISCONSIN 54840
TELEPHONE 463-5320

ADMINISTRATION
Merlin A. Johnson,
Administrator
Russell C. Satterlund,
High School Principal
Jim E. Claude,
Elementary Supervisor
(Mrs.) Loretta Brown,
Bookkeeper

November 11, 1969

Mr. Robert Tabachnick, Chariman
Department of Curriculum Instruction
B121 Education Building
Wisconsin State University
Madison, Wisconsin 53701

Dear Mr. Tabachnick:

This letter is in reference to the program concerning the training of lead teachers. The Grantsburg School District would be very interested in participating in this program through the Wisconsin State University - Eau Claire.

We are now cooperating with WSU - Eau Claire in the Wisconsin Improvement Program and have interns and student teachers from WSU - Eau Claire. Also, we are cooperating with the Research and Development Center, U. of Wisconsin at Madison, in the use of the "multi-unit" concept of staff organization whereby we are associated with the problems of differentiated staff. We feel that the training of lead teachers would be very beneficial to our program.

Respectfully,

Merlin A Johnson

Merlin A. Johnson
Administrator

MAJ/do

cc: Chuck Kofoid
WSU - EC

"Education Is The Apprenticeship Of Life"

FOX POINT - BAYSIDE PUBLIC SCHOOLS
7241 NORTH LONGACRE ROAD
MILWAUKEE, WIS. 53217

GEORGE J. LOVOS
Superintendent
352-8090

Bayside School
Dunwood School
Stormonth School

Dr. Robert Tobachnic, Director
Consortium for Development of Role Differentiated Personnel
School of Education
University of Wisconsin-Madison
Madison, Wis. 53706

Dear Dr. Tobachnic:

I have been in conversation with Dr. Roger Seager of the University of Wisconsin-Milwaukee regarding the statewide cooperative program including five state institutions with interest in role differentiation, and the proposal now in preparation seeking federal funds to continue this program.

The three year project being proposed would appear to be most timely and deserving of support. In the event the proposal is successful I should be much interested in exploring the possibilities of seeing this school district serve as a laboratory, and of being involved in some way in the project.

We are presently in the second year of a multi-unit experimental organization in one of our primary schools. Our interest was initially motivated by the Research and Development Center at Madison, and the State Department of Public Instruction. Our entire staff is presently highly interested in the developing concepts of differentiated staffing, and we could quite possibly both benefit from and contribute to the project.

Sincerely yours,

George Lovos
Superintendent

GJL/ek
Nov. 12, 1969

MARQUETTE UNIVERSITY
502 NORTH FIFTEENTH STREET / MILWAUKEE, WISCONSIN 53233 / 344-1000

COLLEGE OF LIBERAL ARTS
DEPARTMENT OF EDUCATION

November 12, 1969

Professor Robert Tabachnik
School of Education
University of Wisconsin
Madison, Wisconsin 53706

Dear Professor Tabachnik:

As director of Milwaukee Inner City Educational Development Project (Title I, HEA), I have been authorized to express the support of participating inner city non-public community schools for your proposed statewide program for developing lead teachers in role differentiated elementary schools under E.P.D.A.

Active parent participation in all phases of planning and operating the schools is basic to the concept of "community school" as it is developing in the Title I project; role differentiation and a special program for developing leaders is thus an essential aspect of providing parents and faculty with a sound educational base for carrying out the responsibilities they have assumed for their respective schools.

I believe that the participation by the leadership of the independent community school in both the planning and operating facets of your proposed program would add a vital and exciting dimension that would be beneficial to all participants.

Sincerely,

Esther Zaret

Esther Zaret

EZ/dmw
cc Dr. Glen Tagatz

BOARD OF EDUCATION
122 MAPPA STREET -- BOX 419
EAU CLAIRE, WISCONSIN 54701
PHONE: 715-832-6621

November 12, 1969

Mr. Robert Tobachnick, Chairman
Curriculum and Instruction
B 121, Education Building
University of Wisconsin
Madison, Wisconsin

Dear Mr. Tobachnick:

I have been in communication with Dr. Kofoid at Wisconsin State University, Eau Claire, regarding their Lead teacher proposal. Please let this letter serve as an expression of the Eau Claire Area Schools' sincere interest in the development of a Lead teacher program at this University.

We presently feel that the development of a differentiated staff with new designs of staff utilization has considerable merit and hope to move in that direction in the near future.

Sincerely,

Marvin Lansing

Dr. Marvin G. Lansing
Superintendent of Schools

lm

cc: Dr. John Vodacek
Dr. Charles Kofoid

PETER G. TABOR
High School Principal
Phone 386-5131

MICHAEL P. HEALY
Superintendent of Schools
Phone 386-5131

MRS. ONA EINER
Elementary Principal
Phone 386-7377

Cashton Public Schools
CASHTON, WISCONSIN 54619

November 13, 1969

Dr. Robert Rasmussen
Wisconsin State University - La Crosse
La Crosse, Wisconsin 54601

Dear Dr. Rasmussen:

I am writing this letter to inform you that the Cashton Public School System is interested in participating in the Lead Teacher's Project that is being proposed for our area.

There is a tremendous need in our system to develop such a program. I feel that people participating in this program could help our youngsters who are in individualized instruction classes and our enrichment program a great deal. A rural school system such as ours can greatly benefit from financial assistance and consideration from the federal government to help us improve the education of our youngsters.

If there is any other information that you may desire, please contact me.

Sincerely,

Michael P. Healy

Michael P. Healy
Superintendent

MPH/jfp

CRITERIA FOR THE SELECTION OF TEAM LEADER INSTITUTE PARTICIPANTS

Participants will be selected from districts currently operating or planning to implement multi-unit schools.

Participants will be selected from school districts that have made a commitment to implement Individually Guided Education.

Participants must be identified as current or future team leaders.

Participants must be willing to participate in the full program.

Participants must have given a commitment to I. G. E.

Participants must have school district recommendation.

Participants must have demonstrated qualities of team leadership.

Participants must have demonstrated ability to work with peers.

Participants must be willing to work beyond immediate school district.

Participants must have their team or peer recommendation.

ADVISORY COMMITTEE

Mr. LeRoy Merlak, Dist. Administrator
Thorp Public Schools
Thorp, Wisconsin 54771

Mr. James E. Claude, Elementary Supervisor
Black River Falls Public Schools
400 Harrison Street
Black River Falls, Wisconsin 54615

Mr. Merlin A. Johnson, Dist. Administrator
Grantsburg Public Schools
Grantsburg, Wisconsin 54840

Dr. John Vodacek, Assist. Administrator
Eau Claire Public Schools
122 Mappa Street
Eau Claire, Wisconsin 54701

Mrs. Willetta E. Heidemann, Elem. Supervisor
Greenwood Public Schools
Greenwood, Wisconsin 54437

Mr. Gene M. Bebel, Elem. Supervisor
Menomonie Public Schools
1715-5th Street W.
Menomonie, Wisconsin 54751

Mr. Herbert Calkins, Principal
Middle Jr. High School
Rice Lake Public Schools
Carson Street
Rice Lake, Wisconsin 54868

Dr. James P. Murphy
Wisconsin State University
Eau Claire, Wisconsin 54701

Mr. Lloyd Joyal
Wisconsin State University
Eau Claire, Wisconsin 54701

UNIVERSITY OF WISCONSIN-EAU CLAIRE
CONSORTIUM PROJECT

TEAM LEADER INSTITUTE

PARTICIPANT EVALUATION

June 14, 1971 - August 6, 1971

DIRECTIONS:

A - Scale: Rating based on 4.00 (4 - Very valuable to me)
(3 - Valuable to me)
(2 - Some value to me)
(1 - No value to me)

B - Rating attributed to consultant content

I. Self-awareness and group dynamics

A - Rating 3.73

B - Consultant 15 Content 11

C - Comments:

A new experience - so worthwhile. All teachers should be exposed to this kind of work.

Dynamic individual.

Too much time was spent on dynamics and many things were not completed. I would like to have had Dr. Dow do more explaining of group outcomes than so much involvement.

Dr. Dow is the greatest person that I've met in a long time. His background and beliefs have much to do with his warm and dynamic personality.

Bob gave me an insight into myself plus an understanding of why some things happen between team members.

I'm pleased that we had Bob first as he established a basic rapport between all persons. Through his efforts he made us realize that success and failure as a group (team) rests with everyone.

In order to have a successful PR program you must have a capable, qualified consultant and I would say Bob was excellent.

There should be a "5" to check for Bob Dow; he is superb, both as a human being and a leader.

Made me evaluate myself and become aware of others' feelings. Learned to express myself without fear.

Tremendous personal experience; most rewarding; would love to have my team experience group dynamics.

This man is tops! My self-awareness, my life, has been enhanced by this experience.

1. Self-awareness and group dynamics (continued)

C - Comments: (continued)

Excellent experience.

Group dynamics very good. Did not like to have individuals singled out except perhaps when solicited feedback on the last day.

Valuable experience and one I will not forget.

2. Leadership Skills

A - Rating 3.47

B - Consultant 15 Content 11 Other 0

C - Comments:

These men had much to offer. I wish they could have taken us aside and told us how we could have helped ourselves.

I thought Mr. Lehman had more to offer and was more at ease, and here again I would like to have had more explanations of group situations and their relation to our own. Too much time was taken for involving the group.

I think Milan had the greater capacity, of these two, in working with people.

The tasks given us were very practical and adaptable to team work.

Two men with unalike personalities, but worked nicely as a team.
In attacking problems that they said had a lot of value...start with the easy problems first, hit problems head on, don't go back to your school with "smart ass syndrome."

These fellows were good but I didn't have the confidence and trust in them that I did Bob.

Wish we could have had more time with these men and for this type of training.

I learned how to deal with an obstinate person in a group situation and how to stand up for my own rights.

Learned much to apply to "back-home."

These men make an excellent team. I felt they were fine human beings who understood us as people.

2. Leadership Skills (continued)

C - Comments: (continued)

Good follow-up to first week.

Decision reaching by consensus activities very good. Role plays enlightening but sometimes couldn't progress in them very quickly.

3. Individualized Instruction

A - Rating 3.19

B - Consultant 11 Content 13 Other 0

C - Comments:

Good ideas - Good handouts. Having us participate in game ideas - funny, etc., was valuable.

Very practical and the techniques he explained would certainly be useful in classroom situations. I would like to have had more meetings with Mr. Esbensen. He offered a lot.

Esbensen needs to update, revise his material.

Agreed with his ground rules - wish administration would see it this way.

Found material presented repetitious to his book, "The Duluth Experience." Tory did, however, clarify some questions I had in making contracts.

Tory presented his material well and provided much food for thought. He was sincere and hard-working.

Tory had many fine ideas which I intend to use. Generally, however, he was not as down-to-earth as many school systems expect their staff to be.

Much gained from his skill game. Ideas I can really make use of in classroom.

What a fantastic "idea man!" - A magnificent resource!! - Was overwhelmed with his practicality in instruction, implementation, motivations, games, etc.

This man believes in what he's doing. He gives more than he takes.

Very interesting person. Has many good ideas.

Thought the work on behavioral objectives was very fine. Some of the individual game activities could be adapted to the primary level.

3. Individualized Instruction (continued)

C - Comments: (continued)

Somewhat idealistic, but had some very good ideas.

He presented a different view of education - also, his methods for individualizing and BID were excellent.

4. Aesthetic Education

A - Rating 2.88

B - Consultant 11 Content 14 Other 1

C - Comments:

Some of the ideas can be used in our classes. The box Jerri worked up was clever. She was very helpful in implementing her ideas.

I felt that Bernie Rosenblatt's CEMREL Program had many shortcomings.

It was very interesting to write up these units and to become involved with the Aesthetic Education Program. I am not quite sure if I'm completely so taken in with CEMREL or not. I would have to go through the materials again before deciding.

I think we always did some of the aesthetic but didn't think of it in that term. Expensive packages and probably won't be purchased.

To me, Earl Collins from this group seemed to have the most dynamic personality.

Aesthetic education materials (nothing really new) - a lot of those expensive materials teachers are supplementing in their programs themselves or can with one's own initiative. Collins' process to develop instructional units was practical, but needed more time. Still am confused about the scope a generalization or concept should cover?

A good team that helped me see another aspect. Their tasks were somewhat tedious.

Right or not, I feel that we should put most of our thoughts and energy toward teaching and individualizing reading and math.

Tried to accomplish too much in too short a time-slot; consultants lacked practical experience at times; however, it provided a good follow-up to behavioral objectives.

The material was interesting; I did not feel much involvement with any of the consultants.

4. Aesthetic Education (continued)

C - Comments: (continued)

I thought Bernie's games were over-rated.

Correlation of art, music and drama to other fields of study not too new an idea. Some value in writing up activities for a concept and seeing oneself on TV.

A different approach to aesthetics - ideas for creative writing. However, the planning of the units needed more time or more materials to fall back on.

5. Language Arts

A - Rating 3.28

B - Consultant 13 Content 14 Other 1

C - Comments:

Ideas were good. Seems he needed more time. Ideas were practical. In projecting plans for future TLI Institutes, consideration for contracting Dr. Green for a full day should be given.

He had some very good suggestions about the teaching of "English Education." I thought he presented this very well.

Gave me food for thought.

He could have asked for more response (questions) from the group.

Wish we had had Green for a longer period of time so we could have gone into depth in areas of individualized English Education (such as listening, oral language, handwriting, literature, etc.). A man who has many practical resources at his fingertips. (Primer for Parents, Sparkling Words, Let's Write Poetry, etc.)

Maybe by now I'm almost saturated. I'm not so elated by these presentations.

This man has so much to say that is really meaningful. He is practical, yet innovative, besides being an excellent speaker.

Larry gave us a good presentation.

Lack sufficient time.

Sincere and competent. I would like to have had him as a permanent member. Knowledgeable both in his field and as a human being.

5. Language Arts (continued)

C - Comments: (continued)

Would have appreciated a longer time with Ron. He is excellent.

Good refresher course plus recent developments.

He presented some interesting ideas on individualizing, but should have more time to elaborate on them.

6. Science

A - Rating 2.81

B - Consultant 13 Content 13 Other 0

C - Comments:

We were shown a way to quickly evaluate children and uses of profile charts - easily used in other areas.

His methods of record keeping and collecting data were excellent. I want very much to try this on some teacher - make tests to get a clearer picture of test articles and pupil progress.

Too bogged down with a task.

I like being exposed to the R and D's. Science process - discovering patterns in data.

Way materials were presented turned me off, acted like a "know-it-all." For all practical purposes, working out processes of data analyses for every curricular area takes time and eeds personnel. Will administrations provide for such a need? When a school provides for both, then maybe something cnn be done along this line.

I liked Al's system of locating pupils to begin IGE. I can use this.

Dr. Voelker's method of presentation would make anyone eager and anxious to teach science.

After I found out what he was doing, I got something out of his lesson.

Uninteresting to me - realized the overwhelming task of collecting and analyzing data in about one hour; didn't need to spend an entire day on it!

I now have some ideas as to how to begin in science, but his program would have to be modified for the classroom.

6. Science (continued)

C - Comments: (continued)

After our other people, this was a letdown. The material was more boring to me.

Understood the data-processing technique but not the categories of concepts well enough to know when, for example, a pupil needed lab work, etc. (perhaps because it was geared to intermediate J. H. grades).

Good ideas and materials.

The class profiles were interesting and could be used in units; his ideas about types of questions were most useful.

7. Mathematics

A - Rating 3.56

B - Consultant 14 Content 16

C - Comments:

Good practical ideas and materials we can take home for our teachers. It is good to know we can go to them or write for special help and get materials.

Both Mr. Henderson and Christianson were very good and the information they gave was very helpful. I wish we could have met with them for a longer period. What they offered was practical and useful in the classroom.

Was interested in the article "Individualized Instruction."

Peter had a very captivating personality - so easy to listen to. Peter has an excellent math program organized and developed. I liked him very much. George has the ability to develop new concepts, to create different solutions to problems. He would be exciting to work with on a committee. I like his manner of doing things, his type of humor. I like George.

From George's paper, "Sweet in Theory, Sour in Practice," I got the idea he was shooting down individual guided education. Sorta put a hole into our hats, didn't he? His supplemental materials looked good, but sometimes a school can get bogged down with too much of this kind of material and does not get full use of textbooks available.

I think they were the best because they gave me concrete materials and ideas to take back to my school. Now I can begin.

7. Mathematics (continued)

C - Comments: (continued)

Excellent wealth of material that will be of much value in the classroom. Discussions, slides, and use of overhead made their presentations most interesting.

A terrific math program. Really put me on right track to where we are going.

Gained a wealth of practical ideas and plans; am ready to approach my team with some concrete examples of how to individualize our math program.

This is "soft-sell" on individualization, and regarded as a balance wheel in an IGE overview; is probably an essential ingredient.

Again, this was not as interesting to me as the others.

Of special value to me were the math tests to ditto, the Memorial Pyramid, and George Henderson's magazine article.

Good ideas and materials.

Excellent. I really received so many ideas. The handouts are so useful. The practical information made it seem more realistic. The best of all.

8. Reading

A - Rating 3.13

B - Consultant 6 Content 8

C - Comments:

I felt the content was excellent, but thought the method of presentation could be improved.

His material was fine but there was too much "pressurized" reading. In one of the professional books I read, it emphasized how important it was to release all pressure and tension before expecting any learning to take place. Perhaps this is why some did not like his "tasks."

He depended too much on his helper. In general, I have always liked him, but this time my expectations of him weren't met. I dislike reading under pressure in a group situation (a personal hangup).

8. Reading (continued)

C - Comments: (continued)

Found the bibliography he sent valuable, as were also many of his ideas and the tasks we did. Especially valuable to me was the discussion on what individualized reading in the primary grades really was.

When one's brain is picked for someone else's degree, one becomes reserved. Content of his booklet was practical and sharing ideas in task 4 proved to be worthwhile.

I felt as though I was being used only to help him and his PH.D.

He had so much to contribute but failed to come through. Instead of sharing his knowledge and experience with us, he had us doing "tasks" for him which soon became utterly meaningless. I hope he will somehow realize his error (in using people rather than giving of himself) as he truly has amazing knowledge of his field.

I got the feeling we were being used by him, whereas he was supposed to bring us something. I did get some good ideas of individualized reading and teaching of skills, though.

A hard one to rate. I had the feeling that he knew a great deal more than he gave, or rather, that he brought more than he gave. Another day might have helped him to open up.

His explanation of Wisconsin Design was quite good. Also, I gained a lot from his individualized reading plan. I want to try it in my classroom. The professional readings were rewarding.

9. Physical Arrangements

Classroom:

Satisfactory 16 Other 0

Comments:

Except - it was cold. I like the informal room arrangement. The general atmosphere was very good.

A very spacious room allowing for necessary arrangement and movement. The air-conditioning was a great asset.

Very comfortable; especially with the arrangement of the tables as it was the last two weeks.

No windows - no distractions - we were in a world all our own.

9. Physical Arrangements (continued)

Comments: (continued)

The coffee pot is great for relieving tensions, breaking barriers, discussing hangups, etc. It is wonderful to have a room that is not used by other classes or people. (I'm wondering if college courses would improve if people were involved in one course, one room at a time - ? hours per day, 4 days a week for 3 weeks.)

I liked to have the same room so that we could put up our materials. They served as reinforcements as we progressed along.

Having a permanent classroom, complete with coffee, helped create the friendly, informal atmosphere which typified our workshop.

Liked the informal arrangement, manner of dress, and the attitude of ease on everyone's part. I especially liked working in quads and teams.

Good size; allowed for movement; provided good structure for note-taking, writing, etc.

I'd like windows too, but on choice, would take air-conditioning.

At times the room was too damn cold.

Thought the temperature was wonderful.

There was ample room for activities, but it was so cold. The temperature should be controlled for each room.

Materials:

Satisfactory 16 Other 0

Comments:

I was very happy to see so much material and professional books in the room. I was pleased to be made aware of so many good books.

Had access to a wide variety of materials which made the workshop very worthwhile.

I liked the sharing of books among the participants of the workshop.

Liked paper and magic marker idea - will try a little of that in the classroom.

I was pleased to get all this research material - I'll use it!

9. Physical Arrangements (continued)

Materials: (continued)

Comments: (continued)

The large selection of professional reading has led to renewed interest on my part.

The way everyone shared their books and materials was great.

Materials received were generally very helpful, but why the scissors, X-acto knife, workbooks, etc., from us?

I don't think we could have used any more.

Very good.

There were more than ample professional books and articles. The information handed out by speakers was most helpful.

Time Scheduling:

Comments:

Overall, the scheduling was excellent. However, I felt when some changes were made there was too short notice.

I liked the flexibility of the scheduling. I was never bored with the session and I think the scheduling had a lot to do with it.

Each participant remained with us just long enough to not get tedious. Liked our hours, too.

Three-day weekends are excellent, but I didn't care for the times that we were off campus 5, 6, or 7 days. If outside work is required, half-day sessions are best, but if no outside work is required, then whole days are good.

A great format (liked the whole day approach) - gave one time to take care of both one's professional duties and home duties.

Very suitable.

The flexible schedule was the envy of other students and administrators. The large blocks of time enabled us to accomplish more.

OK except the couple of 4:30 dismissals.

Satisfactory - some days were long, but appreciated days off.

I was very happy with the idea of going full days and getting other days off.

9. Physical Arrangements (continued)

Time Scheduling: (continued)

Comments: (continued)

Excellent.

It seemed too flexible - it seemed to vary from week to week. A definite schedule should be set up.

10. Role of Director

A - Rating 3.93

C - Comments:

Jim, thanks for the fine summer and having our interests at heart. Doubling class periods a good idea - not only for those who commute but longer class periods were better for our purposes.

Tremendous organization. He created a very homogeneous atmosphere. Provided excellent resource people. Very learned in subject area.

It seemed so good for Dr. Murphy to actually take part and participate with the group. He did a wonderful job of getting this organized.

Best workshop I've attended. Very well organized and a wise choice of resource people. Excellent director.

You have a way: (1) of making each person feel - (a) that he is the most important person in the world to you, (b) that what he does is good and worthwhile, (2) of giving support and encouragement to others when they need it, (3) involving the group in decisions about the group. Your method: (1) of handling the daily procedures (routines) was excellent, (2) of knowing when and how to take over or not to take over was great.

A man that put a lot of work into this Institute - in the organization of personnel and scheduling (and did a top-notch job). Thanks, Jim!

It was great to have all these experts come and get us going mentally and physically. It took a lot of pre-planning and it was well done.

Without Jim we'd be lost - he bolstered our courage, morale and ego, giving unselfishly of his wisdom and empathy to each and every one.

10. Role of Director (continued)

C - Comments: (continued)

I am leaving the classroom feeling, if I ever need help, Jim Murphy is the one I'll call on.

Excellent job of organizing Institute; judgment of resource people needed was super!

You did one helluva job, Jim. You really did help us to the "summer of our lives."

This class has been really student-centered. I've never experienced such involvement in a college class. And, frankly, I don't really expect follow-up of this caliber unless Dr. Murphy directs it.

Excellent job of choosing resource people. I liked idea of Jim acting as a participant. He is a very warm and accepting person who puts people at ease. No feeling of threats.

Well-organized. Timely questions and comments; democratic. (This is the first time I've taken a course in which I contracted for a grade and it does give one more time to pursue the things one wants to learn about, without studying for exams.)

I feel this was the best organized and planned class in which I have participated. You did an excellent job and I commend you for it.

Provided an interesting summer program. He was most willing to take a genuine interest in the Fellows. He was versed in many areas or knew where to get the information.

11. Institute as a whole

A - Rating 3.88

B - Consultant 15 Content 15 Other 0

C - Comments:

A selection of individuals who created an atmosphere that induced a feeling of wanting to come back each day.

Exceptional for the first time. I feel it has been a workable experience and not just an experiment.

Variety from day to day kept it interesting - no time for boredom.

11. Institute as a whole (continued)

Comments: (continued)

It was a (1) terrific human encounter, (2) character-building institute. I discovered abilities within myself. I think, I can and did--use these abilities to an advantage during the Institute. Some people (in my opinion) did not demonstrate observable behavior change.

To me, this class lessened my desire to compete for a mark, but it did foster an attitude of wanting to show improvement over previous achievement in many areas.

Excellent. I'll long remember the sincerity and expertise of our visitors.

It has been invaluable to me in many ways, hopefully contributing to my growth as a unit leader, teacher, and human being.

Beyond all expectations I ever had. Just great!

Disappointed Reading Section. Extremely worthwhile summer!

Excellent experience for all the teachers and especially team leaders.

It made me aware of what individualizing is and how to incorporate it into my unit.

12. In terms of my expectations I would like to have had:

More of the first three weeks.

My expectations were more than fulfilled.

To become more aware of materials so as to pass information on to the unit teachers. Hopefully there would be materials to help both the teachers and pupils.

More discussion of ways to eliminate problems among team members.

More in curriculum planning, strategies, building and/or requirements. (Perhaps this is something I need to do on a personal basis)

Wished we had had presentations from those working in multiunit schools as to how they handle grouping of children, regrouping, scheduling, etc., in all curricular areas.

More on scheduling.

More time to exchange information and ideas with those working in similar situations, possibly on my grade level.

12. In terms of my expectations I would like to have had: (continued)

More on scheduling.

My expectations fell far short of this summer's experiences!

Two more weeks with Dr. Bob Dow. Another week or two with Ken Lehman and Milan Mockovak. Dr. Ron Green with us from the start.

More practical ideas from the science and math consultants.

Satisfactory as was. Averages out to 4- or 3+.

It reached all my expectations and beyond.

More personal experiences in IGE discussed - how to run unit meetings, etc.

13. Suggestions for future TLI Institutes:

Bringing in special area men is good. The doubling of the days was good. We could have a better follow-thru with longer periods. Breaking at noon would also break our trend of thinking. This has been a very good summer. Well planned, Jim.

Follow same agenda quite closely.

Spend less time on group dynamics and more time on materials that would be helpful in the classroom. I would also like to see more individualization. For instance, have films, filmstrips, etc. of group/unit meetings.

Keep them practical. Was glad there were not too many films to view.

Concentration on self-analysis, group dynamics, and leaderskip skills. Supervision - role, rationale, procedure, coordinator, human dimension, etc. Development of an actual, workable project - allowing each participant to be the team leader, maybe for a week, a day, or a particular segment of the project. Allow time each day for group analysis or feedback for the leader of the group at that time. Primary Team Leaders might concentrate more on the aesthetics, reading, math curriculum areas. These comments do not mean that the other things included this year were not good.

Wished we had had presentations from those working in multiunit schools as to how they handle grouping of children, regrouping, scheduling, etc., in all curricular areas.

Maybe more time for discussion (brainstorming).

13. Suggestions for future TLI Institutes: (continued)

More teachers should be involved but the size of the group should be the same. The limits of a large group would defeat the purpose of TLI.

More of them. More of Bob Dows. More of Groups like S. S. 1971.

More of Bob Dow!! More time for developing curriculum.

Retain the group encounter sessions. Have same leader for two weeks instead of changing after one week. Allow one or two days at end for closing of institute and wrap up.

Be sure to have Ron Greene, George Henderson, Ken and Milan and Bob Rude.

All team members should take part.

From what I have heard about the first half and what I have gained from the last - this was a very rewarding experience for all.

APPENDIX B

WORKSHOPS Elem. Educ. 750 & [illegible] Educ. 772
TOWARD HUMAN LEARNING THROUGH INDIVIDUALIZATION OF INSTRUCTION
July 6-23, 1971

EVALUATION

You are asked to react to the following statements by placing an X in the appropriate box. See key at right.

SA: Strongly Agree
A: Agree
N: Neither Agree nor Disagree
D: Disagree
SD: Strongly Disagree

	SA	A	N	D	SD
1. In terms of my personal and/or professional development, this is a valuable workshop	19	6			
2. The intellectual demands for this workshop were appropriate to a graduate-level course.	11	10	3	1	
3. The instructors were competent for this workshop. (Consider the three instructors as a team)	15	8	1		
4. The instructors treated me with respect. (Consider the three instructors as a team)	20	5			
5. The instructors were concerned with helping students to learn. (Consider the three instructors as a team)	21	4			
6. I was stimulated to learn about Individualization of Instruction.	12	12	1		
7. The instructional methods were very helpful to my learning.	11	12	1	1	
8. Students in future workshops like this should not be given so much free time during scheduled class.	1	2	2	6	14
9. The instructional time was used in a valuable way.	9	13	2	1	
10. Additional help was available if and when requested.	18	7			
11. I was challenged rather than bored.	12	11	1	1	
12. I would recommend to a friend or colleague that he participate in this workshop.	16	8	1		
13. As a result of participation in this workshop, I feel I will be able to improve my techniques of individualization.	17	8			
14. I felt that the procedures for grading and evaluation were appropriate for this workshop.	16	8	1		
15. Check-out materials in the Reading Room were readily available.	9	10	3	3	
16. [illegible]	7	14	2	2	

UNIVERSITY OF WISCONSIN-EAU CLAIRE

CONSORTIUM PROJECT

Please indicate your reaction to the following components of the workshop by checking the appropriate box. (1=Extremely Low Value; 5=Extremely High Value; (U)=Unable to evaluate this component because I did not participate or partici

The following are ideas that were tested in the workshop.
Please react to the principles or idea and not to the contents of specific sessions.

	1	2	3	4	5	
Optional Class Attendance	1	1		5	18	
Daily Announcement Sessions			1	7	17	
Interaction Sessions	1		1	8	14	1
Film Room Concept		2	2	6	15	
Reading Room Concept			4	5	16	
Workshop Booklet	1		2	3	19	

The following were specific components; react to them in terms of specific value to you.

General Value of Films		6	9	8	2	
General Value of Reading Materials		1	3	12	9	
George Glsrud Presentation	1	4	5	10	3	2
Thorwald Esbensen Presentation	1	1	5	10	6	1
Donald Reinicke Presentation			3	5	17	
John Currie Presentation			7	5	9	4
My Primary Resource Person Dr. Rusan (Name)				3	10	

To me, the most valuble part of this workshop was

For this workshop to improve, I would suggest

Chuck Larson and others:

I appreciated this workshop a good deal because it was finally a class that got down to the essentials of education. Too often classes dwell on theory and not any practical applications to the actual teaching methods. I believe this is what teachers need most. Keep on stressing the importance of interaction sesseions--learning (real learning) takes place in them. I was hesitant to come to Eau Clarie for graduate work because people kept telling me about the many weaknesses of the school. I'm glad I found out for myself because you and the rest of the staff proved to me those weaknesses aren't as bad (or don't exist at all) as I was led to believe. I'm quite impressed with what I've seen and the people I've worked with. Perhaps graduate study will be more practical than I thought it would be. Thanks for the learning opportunity.

Allen R. Holle

To me, the most valuable part of this workshop was:

Being able to choose and work with the specific material that applies to my situation. I have now produced something that I can actually use in my teaching and will apply to other subject matter in my field.

Conferences with my advisor. On a one-to-one basis I learned more about the actual creation of a learning package than I ever could have in a classroom situation.

The provision that each participant pursue and formulate his or her own objectives, and the fine array of source materials available for this pursuit.

The free time availabel to pursue the problem of my choich. Most educators know what has to be done. This workshop did not load us down with busy work, but rather allowed us to get on with the work we know should be done.

The ability to talk freely on a one-to-one basis with the instructor and the interactions with other educators in my field. The presentations on learning packages and resource perople who spoke on individualized instruction.

The individual help I received in actually preparing materials I could use.

The ability to individualize my own learning. I feel that accomplished much more under my own duidance than under any syllabus.

Being able to decide what would be most valuable to me as a classroom teacher and not having to work to please the instructor. The motivation was such that I really want to individualize in my classes in spite of the limitations. I appreciate Chuck's ability and what seemed to be a sincere desire on his part to think with me in an area which I'm sure was not familiar to him.

The fact that time was abailabe to learn and not to "cram" as much content into three weeks as the professor possible could (when most is forgotten anyway).

The chance to write a package and the help given by Dr. Larson.

Filmstrips and Dr. Larson's advice on types of materials to write on and the lack of pressure to pursue our work to fullfill our contract.

Being able to work on a project that was practical because it has future value and direct use. Innovations in instruction were reviewed in the handouts--which to me were a value as resource and for future use in my file..

I spent my time doing something that I feel will be of value to me and to my team in our school. I appreciated being treated as a responsible adult who was here to learn and share ideas.

Being able to learn through the individualized approach. That is we were given the opportunity (resources, individual guidance, and time) to learn what we needed to learn to improve our own individual professional competencies.

The experience of individualized learning.

Writing my Unipac, Don Reinicke's presentation.

Flexibility of the class combined with the primary resource person being available for consultation.

most valuable part of workshop (cont.)

Listening to the men from Madison and working on my specific objectives.

The opportunity to listen to the outside speakers that were here.

The individual attention that we could have if we so desired--the feeling of those presenting to the students--this is different for this college. I worked because I wanted to not because I had to.

The presentation by Currie and Reinike

The presentation by Reinicke and Currie got me very interested in learning packages.

Development of a functional product for individualized instruction.

Interaction with the instructors and my peers, availability of varied films and resource materials.

The independence and opportunity to develop a project that will be of value in my classroom. Then, almost with equal importance were the interaction sessions (Though after several, they became boring).

For this workshop to improve, I would suggest:

Nothing really. Some of the films were helpful but some were quite boring. However, I think the films were useful on the whole. I found it very helpful for next year. It's a practical course.

More scheduled interaction sessions and more films.

I don't think optional attendance is the best idea--as I stated some took advantage of this situation--the interaction group should have been compulsory--some of these people need help understanding "kids" and group discussion could help them see their problems.

That the instructors direct activities for at least one week of the workshop. This should be a rather detailed overview of the philosophies and methods of individual instruction. Then the individual student has something to go on in his independent work.

A little more structure at first in regard to what we were to do--contracts.

That you incorporate fewer DPI speakers and more classroom teachers and administrators woh are actually working with functioning programs.

Smaller class size for greater interaction.

I would suggest that perhaps there could have been more people selected to present different methods of individualized instruction. Reinicke and Currie were excellent and presentations like theirs could have occurred more often. They were very helpful.

Not permitting books from reading room to checked out until 3 p.m. and insisting they be returned at 9 a.m.

More encouragement of interaction sessions within the specific fields.

The only real draw back I found in my experience was that some check out materials in 1B were checked out by some people for several days at a time. I would suggest a more definite and rigorous limit of 24 hrs.

Starting on time 9:15

Have the first few class meeting highly structured and get down to the nitty gritty the first few days so we have an earlier idea of what is expected so far as the project goes--Otherwise, it was fine as is--Freetime to work and interact is a fine idea. Have more films related to secondary ed.

The announcement sheets could be left out and picked up anytime--not only 9:15. Especially on days when nothing else was scheduled. Perhaps they could be in the "Reading" room.

Additional outside speakers--perhaps some with opposing views.

The interaction sessions were good--I would have liked a summary at the end of each.

More enthusiam on the part of the instructors (smile sometimes; it takes less work because fewer muscles in the face are used).

workshop to improve (cont):

Samller groups, more secondary films, contract made earlier (first week), One day limit on checking out books.

Resource from the curriculum library was difficult to obtain--I feel this material should have been allowed to be taken out overnight. Possibly a list of suggested topics could be presented at the beginning of the course so that a person would not be limited just to his own ideas.

That we might finalize our contracts with our resource person a bit earlier in the course. This would have allowed a little more time to complete our project.

That during the structured opening sessions, some manner of helping the participants get acquainted (name cards or something similar) be set up.

More small groups with presentations by a person from the appropriate grade level. Example: I didn't feel there was enough about individualizing on the secondary level, which I thought the morning session was all about.

Either: 1. limiting class size, 2. subdividing groups to provide for more exchange of ideas, feelings, etc. Interaction is very necessary.

WORKSHOP Elem. Educ. 772 & SEMS Educ. 772
TOWARD PERSONAL LEARNING THROUGH INDIVIDUALIZATION OF INSTRUCTION
July 6-23, 1972

EVALUATION

You are asked to react to the following statements by placing an X in the appropriate box. See key at right.

SA: Strongly Agree
A: Agree
N: Neither Agree nor Disagree
D: Disagree
SD: Strongly Disagree

	SA	A	N	D	SD
1. In terms of my personal and/or professional development, this is a valuable workshop	13	6			
2. The intellectual demands for this workshop were appropriate to a graduate-level course.	5	13		1	
3. The instructors were competent for this workshop. (Consider the three instructors as a team)	14	5			
4. The instructors treated us with respect. (Consider the three instructors as a team)	18	1			
5. The instructors were concerned with helping students to learn. (Consider the three instructors as a team)	10	3			
6. I was stimulated to learn about Individualization of Instruction.	10	8	1		
7. The instructional methods were very helpful to my learning.	7	10	2		
8. Students in future workshops like this should not be given so much free time during scheduled class.	1	3	3	5	8
9. The instructional time was used in a valuable way.	6	8	5		
10. Additional help was available if and when requested.	12	6	1		
11. I was challenged rather than bored.	10	9			
12. I would recommend to a friend or colleague that he participate in this workshop.	12	7			
13. As a result of participation in this workshop, I feel I will be able to improve my techniques of individualization.	11	8			
14. I felt that the procedures for grading and evaluation were appropriate for this workshop.	11	8			
15. Check-out materials in the Reading Room were readily available.	10	7	1	1	
[illegible]. Check-out materials in the Reading Room were readily available.					

Please indicate your reaction to the following components of the workshop by checking the appropriate box. (1=Extremely Low Value; 5=Extremely High Value; (NE=Unable to evaluate this component because I did not participate or participation

The following are ideas that were tested in the workshop. Please react to the usefulness or idea and not to the contents of specific sessions.

	1	2	3	4	5	
Optional Class Attendance			3	1	15	
Daily Announcement Sessions			2	6	11	
Interaction Sessions				6	11	2
Film Room Concept		1		6	12	
Reading Room Concept			2	9	8	
Workshop Booklet			2	5	12	

The following were specific components; react to them in terms of specific value to you.

	1	2	3	4	5	
General Value of Films		1	7	8	3	
General Value of Reading Materials			2	9	8	
George Olsrud Presentation	1		4	9	4	1
Thorwald Esbensen Presentation			4	6	5	4
Donald Reinicke Presentation			1	3	14	1
John Cerrie Presentation		2	4	3	8	1
My Primary Resource Person Lloyd Jorgad (Name)			2	1	10	

To me, the most valuable part of this workshop was

For this workshop to improve, I would suggest

To me, the most valuable part of this workshop was:

To work with others in multi-unit schools (I've been in a self-contained classroom and will be in the multi-unit this fall). The completed a compendium that I realize now is needed before we can do individualized teaching in Math. The speaker from Mem. School in Madison were excellent. The films were all new to me so I appreciated the chance to see them.

Going to class to develop something that would make me a better teacher this fall. I worked to develop a project that will help me and maybe others, not to pass a test on what the instructors thought you should know.

The opportunity to be exposed to valuable techniques in individualization; to actually carry out activities, such as groups working with learning packets; to prepare a learning packet; to feel "free" to work on your own or in a group; to budget your own time. I had a tremendous feeling of wanting to do everythin possible (i.e. view films, read, interaction groups, speakers). The cooperative relationship among the resource persons was an inspiration.

The opportunity to see IGE functioning for me so I can better apply it in the classroom. Also the freedom to choose forced me to make decisions. (Will I work or won't I?) The instructors had a lot of work to do to organize this IGE workshop, but for once in my college exposures I had to decide what to do. I can work within the IGE concept--I hope I can inspire young children to make their own learning decisions.

Learning new and sharing old ideas with faculty and peers.

The unipac presentation by Mr. Reinicke and Mr. Currie.

The fact that I am leaving with something I can use in my teaching.

It was an opportunity to get acquainted with other multi-unit teachers in my system. Learn more of individualization.

The presentation of unipacs. The opportunity to work on a project which will help us to do more individualization.

Manner (indicidual or group contract) in which the workshop was conducted--"means to the end" similar to thesis kind of thing. I (we) had a project, set out to do research, zero in and with contract evaluation guidelines always at hand could stay on course to what I feel (will be, was) an extremely valuable project. Exchange of ideas were great! as was the opportunity to confer with advisors.

The reading material available for our use. The guest speakers present for class. The time to work on my own project which was necessary.

The opportunity to exchange viewpoints and to learn various techniques and ideas from the experts or experienced teachers.

The impetus it gave me to do something about individualization of instruction instead of just talking about it.

The freedom to delve into an area of my schools academic area and come away with a workable tool for the next school year. Mr. Joyal's enthusiam towards IGE and his help as a resource person.

most valuable part (cont.):

Getting a knowledge of how individualized instruction really works. I had an "idea" of how it worked before coming, but I now feel better familiarized with its strong points and weak points. I feel I now can work in or direct such a program. I also liked the optional calss attendance idea. This g-ve us an opportunity to pursue our area of interest on our own.

Interaction groups and organizing the material for completion of my contract.

The interac tion with other people--time give for this purpose. Instructors availability for discussion and interaction.

Being able to work and complete a project that I can use in my classroom come Sept.

An opportunity to work on a project which can be used in a practical way in our own school. I t was beneficial to interact with other teachers concerning common problems.

For this workshop to improve, I would suggest:

That these outstanding resource leaders who work and observe so many school's operations and teacher's techniques that they could have brought more of their ideas to us. I feel a class like this is needed on our campus each summer to give us ideas to help us in individualizing our teaching and attitudes. I would like to have started some of these in the subjects in our grade level, such as presentations, procedures, testing, room arrangement, aides contribution, etc., tried in other schools.

Group housing, sign up for interaction sessions, more people like Don Reinicke to speak and work with groups.

A trip to visit a building which carries out the plan for individualized instruction and team teaching.

Taht all college classes be organized in this way--it would really shock the "Halls of Ivy"

More "grass-roots" discussions led by people in the classroom who are actively involved in IGE.

Would we have learned in depth about good new ideas if the groups had explained and allowed questioning with the class or in interaction groups. ie--projects could be posted to be presented at a specific time and those interested could attend.

Don't spend so much time getting started(first week). Get people started on contracts and then offer resource persons.

In terms of other workshops I feel this one was very appropriate to me. As anything can be improved, I think just experience with this kind of report was a tremendous improvement. (See we can work by ourselves--ha,ha)

More speakers to present projects and innovations in education--not just giving values, but the "how to".

Provide opportunity for afternoon interaction (informal) with speaker concerning idea of education after his more formal presentation in the morning.

More speakers may help, if they are appropriate to the subject matter. It could also be longer, more weeks.

Some restrictions as to size but really the large large group was nicely sub-divided so efficiency could operate.

A limit on the number of students allowed to take the course. That way more individualization of the class could be achieved.

Mr. Larson became active in IGE. He pays lip service to the concept yet stays very structured in his approach. More time availabe for interaction and appointments with advisor.

Getting to know the people in the workshop early in the session so one can learn who has been in such a program. who is just starting it, etc. so these people can be sought out and talked to. This was done in this workshop, but I really didn't know who some were until the last week.

Workshop improvement(cont):

Discussion (interaction) of films presented.

Stronger stress on what books are available and better supply of books in bookstore.

Less speakers and more time to work on an individual or group basis to complete project.

More reading material to be checked out rather than be left in the reading rooms.

[illegible] Elem. Educ. 720 & [illegible] Educ. 772
[illegible] LEARNING THROUGH INDIVIDUALIZATION OF INSTRUCTION
July 6-23, 1971

EVALUATION

You are asked to react to the following statements by placing an X in the appropriate box. See key at right.

SA: Strongly Agree
A: Agree
N: Neither Agree nor Disagree
D: Disagree
SD: Strongly Disagree

	SA	A	N	D	SD
1. In terms of my personal and/or professional development, this is a valuable workshop	19	5			
2. The intellectual demands for this workshop were appropriate to a graduate-level course.	12	10	2		
3. The instructors were competent for this workshop. (Consider the three instructors as a team)	21	3			
4. The instructors treated me with respect. (Consider the three instructors as a team)	21	3			
5. The instructors were concerned with helping students to learn. (Consider the three instructors as a team)	21	3			
6. I was stimulated to learn about Individualization of Instruction.	21	3			
7. The instructional methods were very helpful to my learning.	11	11	2		
8. Students in future workshops like this should not be given so much free time during scheduled class.	2	1	2	10	9
9. The instructional time was used in a valuable way.	7	16	1		
10. Additional help was available if and when requested.	18	6			
11. I was challenged rather than bored.	13	10	1		
12. I would recommend to a friend or colleague that he participate in this workshop.	19	5			
13. As a result of participation in this workshop, I feel I will be able to improve my techniques of individualization.	17	7			
14. I felt that the procedures for grading and evaluation were appropriate for this workshop.	16	3			
15. Check-out materials in the Reading Room were readily available.	12	5	2	4	1
16. Handout materials in the Reading Room were readily available.	[illegible]	[illegible]		2	

Please indicate your reaction to the following components of the workshop by checking the appropriate box. (1=Extremely Low Value; 5=Extremely High Value; (NE=Unable to evaluate this component because I did not participate or participation

The following are ideas that were treated in the workshop.
Please react to the technique or idea and not to the contents of specific sessions.

	1	2	3	4	5	NE
Optional Class Attendance			3	7	14	
Daily Announcement Sessions			2	5	17	
Interaction Sessions				12	12	
Film Room Concept			2	6	16	
Reading Room Concept			1	11	11	
Workshop Booklet			1	9	15	
The following were specific components; react to them in terms of specific value to you.						
General Value of Films			5	13	6	
General Value of Reading Materials		1	5	10	8	
George Glasrud Presentation			2	8	12	1
Thorwald Esbensen Presentation				5	9	9
Donald Raduiche Presentation			2	8	14	
John Currie Presentation	1		4	13	6	
My Primary Resource Person Phil Bertrand (Name)			1		12	

To me, the most valuable part of this workshop was

For this workshop to improve, I would suggest

To me, the most valuable part of this workshop was:

"To do my own thing," in other words do what interested me and would benefit me in the future, with the future, with the guidance of WSU-EC and its team of instr.

The group discussions and outside readings.

The exposure to all of the various materials and the method in which the class was conducted stressing the individual.

Materials made available to participants specifically or indications where information could be obtained on campus.

The variety of approaches used in instruction; to provide for individual differences in a workshop designed for moving toward individualization is/was an experience. Also the materials and sources were generally outstanding.

The films and speakers. These were the components that made me most aware of the educational advancements and trends.

The fact that we could select our own objective and work from there. The unscheduled class time--through this our groups couls schedule our own work time without worrying about conflict. Requirement to complete contract.

The business-like manner in which it was conducted yet with freedom and friendliness. We were given guidance and ideas so we knew where we were headed, yet time and freedom to explore our individual pursuits.

To be able to delve into much literature on the subject at my own time. I gained much more from filmstrips, books, etc. than from lengthy lectures.

The presentations and the films.

In having the workshop organized on an individualized basis, the organization of the class itself has given me a better understanding of the way to individualize than the books that I have read on the subject.

The presentations by people who are experienced in individualized instructions and the reaction groups where questions were discussed to help people with particular problems. The handouts have also been helpful.

The interaction with fellow students and instructors. The ability to discuss topics of interest when requested. It was good to have people who had experienced the program and people who had not.

The learning of how to write behavioral objectives plus that I have certainly gained much knowledge of how to go into the multi-unit approach without any hesitation.

The time we had to read suggested materials, not definitely assigned and then tested materials, time for suggested films, the generous amount of free handouts that I found were in most cases, valuable. The relaxed atmosphere I appreciated. At times we felt lost but generally people were relaxed. Professors interest in individuals was very high.

The ability to work in a group with teachers fromour system and to work on a project that we can really use when school begins in the fall. Reading material and films were made available to us so we didn't lose time "hunting" Also the staff was always ready and willing to help us.

most valuable part (cont):

The permission to work in our school system to prepare our materials and not have to be present for each daily session.

The opportunity and time to work together with materials available to accomplish our objective.

The chance to develop materials that will be useful to me in my teaching and not just a theoretical model or something I really don't need.

The obvious advantage of working on a project useful to us in our own situations.

The tremendous amount of media made available and time given us to use the materials. Also the willingness of the resource person to help and guide us.

That I actually got to my school and organized something I can use and got enthused about continuing contract work. I found a lack of resources. The handouts will be valuable. I'm sure as I continue teaching and my education. The books we purchased will be goo reference too, I think.

The ready availability of reading materials, and a specific resource person to confer with. I also like several of the special presentations.

The opportunity to meet and talk with other teachers who are involved in individualized ed. and are excited about what they are doing--the chance to find out what is going on.

For this workshop to improve, I would suggest:

To expand on what you're doing and have a variety of things going on at once. Such as the interaction sessions, etc.

To schedule one session a week in which we all had to meet and if any problems or any ideas spring up these would be known at this time.

Interaction groups earlier in the course, commitment to a specific topic earlier in course so that everyone has a sense of direction.

Break into groups with resource person sooner in the workshop to clarify and make decisions about our written obligations sooner so we could start on them. This way we were 1/3 through before decisions were even begun to be made.

A week longer, more on sessions with individuals involved with individualization, pratical rather than ideals emphasized.

More interaction groups, whether initiated by students or professors.

That it should be longer--our group found time limited for all the research that we wanted to do (how about a 6 wk. workshop "scheduled" for less hrs during the wk.). Aren't there rooms in SSS that we could have met in,weather was cooperative the last two wks., but that first week was a scortcher.

That you keep up the good work! Follow the same procedure. It was great!

The films seemed to repeat much of the same material and I felt I might have used the time to better advantage than to watch some of them. I would have liked to hear more speakers on (how and what) they did introduce the individualized instruction to the faculty. How much in service preparation and what.

Having available teachers (at diff. levels) who have made these ideas work so we could talk with them about some of the problems. These should be people who have made it (IGE) work in a self-contained classroom and also in an open school.

More groups meetings with other resource people who could lead discussion groups.

Getting to know the fellow students and their experience in the program early in the course.

I feel that the beginning of the workshop should be more concise rather than "flounder" around for a whole week. Also, there should be more available material. For example, the ERIC didn't do any good as there wasn't any material.

It took into the second week to get into the project--and then time seemed too short!

After getting involved with our project, I found that time seemed so limited.

It would have been helpful if all three resource people were present at the opening classes each day to discuss and answer any pertinent questions.

All three resource persons should be present at the beginning of every session.

Deciding on contracts sooner. Perhaps having lecture presentations in the middle and contracts first instead of vica versa.

to improve workshop (cont):

That the contracts be worked out first so that they could be completed the first week--then we could start sooner on our projects. The speakers then could come in later, say the second week.

The first few days it seems rather frustrating to be given so many ideas and materials. A work of caution as not to become too confused about this may be a good idea. I guess I wasn't accustomed to work on my own at first.

We were concerned at first about being able to read and see everything availabe. After deciding on a project we narrowed it down to a sensible load.

A final exhange of ideas by class members.

Perhaps even more optional interaction groups and presentations in the second week for those who are still floundering around...it seems that some people can handle lack of structure more quickly and more profitably than others.

FILMED FROM BEST AVAILABLE COPY

A Short Course In Instructional Leadership With Emphasis On Individualization Of Instruction

5 July - 23 July
1:00 P.M. - 4:30 P.M.
For 3 credits

Lloyd Joyal
Professor
Elementary Education

If You Are Interested In - - -

. . . devising long-range goals for your team, staff or building - for immediate implimentation.

. . . seeing actual working programs in school systems like yours where individualized instruction is in use.

. . . analysis of directions of needed movement to get from where you are to where you want to go.

Then Fill Out The Application Below - - -

Areas Of Possible Focus

MULTIUNIT SCHOOL.....CONTINUOUS PROGRESS.....LEARNING PACKAGES.....LEARNING OBJECTIVES.....DIFFERENTIATED STAFFING.....INDEPENDENT STUDY.....RESOURCE CENTERS.. ...OPEN CLASSROOMS.....YOUR INDIVIDUAL PROBLEMS WILL ALSO BE CONSIDERED.

Please send me additional information. ☐

Please reserve a place for me. ☐

Enrollment spaces will be filled in the order in which they are received.

NAME________________________________

SCHOOL ADDRESS____________________________ ZIP_______________

SCHOOL PHONE___________________

Return to:
Lloyd Joyal, Leadership Course
Brewer Hall
Wisconsin State University
Eau Claire, Wisconsin 54701

UNIVERSITY OF WISCONSIN-EAU CLAIRE
CONSORTIUM PROJECT

FILMED FROM BEST AVAILABLE COPY

Applications
Of Modern Mathematics
In Elementary Schools
with focus on the works of Jean Piaget

Early Summer Workshop
June 14 to July 2
mornings only

Teachers need to be prepared to determine readiness for progress at several stages of mathematical conceptual growth. They need to know if readiness can be precipitated. They need to know how to induce readiness. They need to know how to determine if the concept has been gained.

The works of Piaget have set new standards in diagnosis and have led to procedures for remediation; these are causing much curricular revision.

- -

APPLICATION

MAIL TO: Dr. Donald Burk
Campus School 4, WSU-EC
Eau Claire, Wisconsin 54701

Please accept my pre-registration for the Piaget workshop. I enclose my check for $5.00 as a non-refundable materials fee. (Teachers from CESA #6 may return this form to Mr. J. Davis of your CESA Office without the materials fee.)

☐ Early Summer Workshop (June 14 - July 2)
Three semester hours graduate credit; three weeks of study concentrating on personal applications.

FILMED FROM BEST AVAILABLE COPY

The Departments of Junior-Senior High School Education and Elementary Education at Wisconsin State University-Eau Claire announce the following workshop:

TOWARD MAXIMUM LEARNING THROUGH INDIVIDUALIZATION OF INSTRUCTION

to be held on the Campus of WSU-Eau Claire

July 5 - July 23, 1971
9:00 a.m. - 12:00 Noon

MAXIMUM ENROLLMENT: 30 Participants
GRADUATE CREDIT: 3 Semester Hours

Instructors:
Charles O. Larson
JSHS Education Dept.
Lloyd Joyal
Elem. Education Dept.

IF YOU ARE INTERESTED IN ....

..... Analyzing basic principles and techniques of individualization of instruction

..... Analyzing your current teaching techniques and from THERE moving towards greater individualization

..... Investigating actual programs and school systems where individualization of instruction has been carried out

..... Working alone OR with other members of your team, department, building, or school system in maximizing individualization of instruction FOR YOUR UNIT

..... THEN YOU SHOULD INQUIRE FURTHER ABOUT THIS WORKSHOP.

Some areas on which you may wish to focus include.....CONTINUOUS PROGRESS CURRICULUM.....INDIVIDUALIZED LEARNING PACKAGES.....INSTRUCTIONAL OBJECTIVES.....INDEPENDENT STUDY TECHNIQUES.....COMPUTER-ASSISTED INSTRUCTION.....DIFFERENTIATED STAFFING.....INSTRUCTIONAL RESOURCE CENTERS.....OPEN CONCEPT CLASSROOMS.....and others.

For further information, return the following inquiry form:

- -

Please send information and application materials for the workshop
TOWARD MAXIMUM LEARNING THROUGH INDIVIDUALIZATION OF INSTRUCTION

Name: Mr. / Mrs. / Miss ______________________________
(Last) (First) (Initial)

Address: ______________________________
(Street, Box, RFD) (City) (State) (Zip)

School where you are currently teaching ______________________ Elem. _____
Sec. _____

Mail to:
Dr. Charles O. Larson
Brewer Hall Rm. 154
Wisconsin State University-Eau Claire
Eau Claire, Wisconsin 54701

UNIVERSITY OF WISCONSIN-EAU CLAIRE

CONSORTIUM PROJECT

FILMED FROM BEST AVAILABLE COPY

TOWARD MAXIMUM LEARNING THROUGH INDIVIDUALIZATION OF INSTRUCTION

A Workshop For Teachers

Grades K-12

July 5 - 23, 1971
9:00 a.m. to 12:00 noon

WISCONSIN STATE UNIVERSITY-EAU CLAIRE

APPENDIX C

UNIVERSITY OF WISCONSIN-EAU CLAIRE

CONSORTIUM PROJECT

IGE/MUS-E Data Form* Experimental Copy

1. ______________________________
Name of Student Intern or Student Teacher

2. ______________________________
Address - Permanent (Street) Phone

____
City State Zip

3. ______________________________
Address remainder of this semester (Street) Phone

____
City State Zip

4. ______________________________
College Major Minor

5. School(s) in which you have had field experience ______________

6. Level(s) at which you have had field experience (include traditional grade levels) ______________

7. Number of weeks of field experience at this level(s) ______________

8. List curricular area(s) in which you have special academic background or interest (include number of course credits) ______________ ______________

9. List aesthetic areas (art, music, phy ed, other) in which you have special expertise or interest (include number of course credits) ______________ ______________

10. List any other areas not included in 8 and 9 above in which you have had experience (i.e., special education, library, motivation, speech therapy) in your field or summer experience(s) ______________ ______________ ______________

11. List areas in which you have worked with Individually Guided Education (IGE) as Wisconsin Design, individualized math, etc. Describe your experience(s) in a few words ______________ ______________ ______________

12. In front of each item listed on pages 2 and 3: (1) in the first blank, place a check to indicate you have engaged in the activity during your field experience and (2) in the second blank, for general experience items, indicate the number of times you participated in the activity; for instruction-related experience items indicate the approximate percent of time you spent in each activity. In the third column under instruction-related experiences indicate whether you observed or participated in the activity.

UNIVERSITY OF WISCONSIN-EAU CLAIRE

CONSORTIUM PROJECT

*UW-EC/Sor

IGE/MUS-E Data Form

A. General Experiences	Column 1 Number Experiences	Column 2 Percent Time
1. Observed a unit planning meeting		
2. Participated in a unit planning meeting		
3. Was assigned some responsibility for a unit planning meeting		
4. Acted as a resource person in the unit in a subject matter, aesthetic or other area		
5. Observed an IIC meeting		
6. Participated in an IIC meeting		
7. Observed a SPC meeting		

B. Instruction-Related Experiences	Column 1 Number Experiences	Column 2 Percent Time	Column 3 Observed=O Participated=P
1. Set general objectives for the children in the building for a curricular area			
2. Set specific objectives for a curricular area			
3. Administered pre-assessment instruments			
4. Set objectives for individual children based on assessment scores or other information			
5. Designed and implemented the learning program for individual children in: a. grouping -- utilizing assessment scores or information to place children into groups			
b. scheduling groups of children for instruction			

	Column 1 Number Experiences	Column 2 Percent Time	Column 3 Observed=O Participated=P
c. constructing a cognitive test instrument			
d. constructing an affective test instrument			
e. scoring assessment instruments			
f. instruction -- work with children in the following situations: (1) one-to-one			
(2) small group (3-13 children)			
(3) medium group (14-20 children)			
(4) class-sized group (21-30 children)			
(5) large group (over 30 children)			
(6) independent study (monitor)			
6. Administered post-assessment instruments: a. Chose new objectives for those who met the mastery level after experiencing the learning program			
b. Selected alternatives for those who did not meet the mastery level after experiencing the learning program designed for them			

Wisconsin State University-Eau Claire
School of Education
Field Experience Handbook

TABLE OF CONTENTS

Page

Guidelines for the Student Teacher 2-8

- School Schedule 2
- Observing in the Classroom 2-3
- Induction into Teaching 3-5
- Planning for Teaching 6
- Conferences 6
- Confidential and Professional Information 6
- Student Teaching Progress 7-8

Guidelines for WSU-EC Cooperating Teachers 8-18

- Pupil Relationships 9
- Induction to Classroom Teaching 10-11
- Planning during the Field Experience 11-13
- Participation in All-School, School-Community, and Professional Organizational Activities 13
- Conferences 14
- Attendance 15
- Evaluation 15-18

The Professor of General Methods Courses in Education 18-19

The Professor of Special Methods Courses Related to a Specific Field 19

The Public School Coordinator in Student Teaching 20

The Coordinator of Field Experiences 20-22

Cooperating Teachers' Information Blank 22

Cooperating Teachers' Workshop 23

Appendixes

A - Daily Schedule

B - Observation Analysis

C - Daily Lesson Plan

D - Evaluation Report of Field Experiences

E - Evaluation of Field Experiences - Communication Disorders

F - Supervised Teaching Evaluation in Mental Retardation

GUIDELINES FOR THE STUDENT TEACHER

Student teachers or interns participating in the program of field experiences work directly under the guidance of cooperating teachers and indirectly under the guidance of the school coordinator or principal. This section of the handbook reviews some of the students' responsibilities and activities during their field experience assignment.

School Schedule

Plan your program so that you arrive at your teaching assignment on time. You must notify your cooperating teacher if for any reason you will be absent or tardy. You are requested to reach a definite agreement with your cooperating teachers relative to the manner in which they are to be notified in the event of justifiable absence or tardiness. Even in cases of emergency they are entitled to know. Call the principal's office or contact the high school coordinator and request that the cooperating teacher be notified. Plans, materials, etc. should be sent to the classroom, whenever possible.

Observing in the Classroom

Observation precedes participation and participation precedes actual teaching. Students should expect that they will be required to observe before they can be given teaching responsibilities. Your classroom observation involves a thorough knowledge (1) of the purposes of the lessons, (2) of procedures and methods, (3) of materials, (4) of subject matter or content, and (5) of means of evaluation.

Observation involves knowledge of each pupil and how each differs from the other. Observation forms, see Appendix B, are available for your use and may be obtained in the Office of Field Experiences, Brewer 154.

Induction into Teaching

You will gradually be inducted into teaching. Student teachers will vary in their readiness to assume responsibility. You will be given as much responsibility as you demonstrate that you can and will assume, but the cooperating teacher remains responsible for the progress of the pupils. You are a partner in the common problem of directing the learning process and must show your cooperating teacher that you have initiative and that you are resourceful. Anticipate things to be done for the cooperating teacher or classroom students.

Student teachers are expected to assist cooperating teachers in the following situations:

1. Work with the individual pupils or small groups needing special help.
2. Work with individual pupils or small groups in an enriched program.
3. Take increasing responsibility in actual teaching situations -- beginning with limited participation and extending to full responsibility for the class before the close of the student teaching experience. At the request of the principal of the cooperating school and with the approval of the University general methods professor, the student teacher may substitute for the cooperating teacher.

Student teachers, in addition to the regular teaching activities, are encouraged to assist in the total school program. There is a great deal more to teaching than just what goes on in the classroom. The Standards of the American Association for Colleges for Teacher Education stress that "student teaching provides opportunities for the student to perceive the major aspects of the teacher's work as a whole." Student teachers are urged to avail themselves of opportunities to participate in the total life of the school.

The student teacher is expected to participate in the co-curricular or extra-curricular activities of the cooperating school to which assigned, by:

1. Working with a staff member in directing co-curricular or extra-curricular activities, and
2. Working with a staff member with individual or small groups in such activities.

The student teacher is to be given responsibilities for study hall supervision and homeroom management only if applicable to his field assignment.

The student teacher is expected to assist in:

1. Office routines,
2. Keeping attendance records,
3. Guidance activities,
4. Work related to cumulative records,
5. Other allied activities

In the classroom, students assist in:

1. Maintaining an appropriate classroom appearance,
2. Arranging bulletin board material in connection with units of work being presented,
3. Scoring papers and assisting with remedial diagnosis and instruction,
4. Preparing materials for class instruction,
5. Maintaining attendance records, recording grades, preparing report cards, etc.,
6. Preparing and reviewing class members' cumulative records.

Planning for Teaching

Every successful teacher thoroughly plans class work, and every novice teacher is expected to make detailed written lesson plans each day. Carefully planned lessons will help to give you a feeling of confidence. The cooperating teachers have a right to expect carefully prepared plans, and you should not be permitted to teach a lesson until your plans have been reviewed and approved. If this suggestion is followed, it will save embarrassment for both you and the cooperating teacher since pupils are quick to sense an unplanned lesson.

The exact form of lesson plans in use varies from school to school, however, the "Daily Lesson Plan" form, see Appendix C, is adaptable for almost any age, subject, or grade level. These blanks are available to all student teachers and may be obtained in the Office of Field Experiences, Brewer 154.

Conferences

Every student teacher must save time in his schedule for conferences with the cooperating teacher. The student teacher must be willing to adjust individual plans to the time which the cooperating teacher has available. Although it is recognized that the student teacher has other work to do, it must be clearly understood that successful student teaching cannot be done without planning. Conference time is planning time and out-of-school work must not be permitted to interfere.

Conferences should take into consideration the needs of the individual student teacher and might well include:

Planning procedures
Methods of presentation
Studying individual children
Classroom control
Aids to instruction
Evaluation of pupil's work
Evaluation of progress of the student teacher
Parent conferences
Field trips
Curriculum
Routine duties
Special assignments
Units of work

Confidential and Professional Information

Student teachers must be able to keep in confidence much information which may become common knowledge. This might be detailed information concerning a child -- his I.Q., scores on tests, personal data, or information of a like nature. The student teacher must be a professional worker and the cooperating teacher must be able to feel free to furnish you information of a professional nature.

Student Teaching Progress

Self-evaluation and the recognition of one's own progress in a realistic way is one method of encouraging professional improvement. This is not easy and you will need the continued assistance of the cooperating teacher in the appraisal of your progress or lack of it.

One of the major responsibilities of the cooperating teacher and the university general methods professor is to help the student teacher develop skill and ability in self-evaluation. It is recognized by all that this is an important task, however difficult it may be.

Cooperating teachers are expected to base their evaluations on teaching principles. They may find it necessary to illustrate such by giving detailed reactions and raising specific questions. The suggestions are given for the benefit of the student teacher and should be accepted in a professional manner. Weaknesses should be pointed out and strong points commended.

Evaluation of the work of the student teacher or intern should be continuous throughout the field experience. The whole range of activities in which the student teacher or intern is engaged should be brought up for frank and open discussion in evaluative conferences. The following types of items need to be thoroughly examined: professional attitudes, personal qualities, work-study habits, handling of classroom routines, planning and preparation for actual teaching, individual pupil guidance, and rapport with pupils.

Detailed written comments may be helpful at times but are not necessary at every conference.

If the student teacher or intern is doing outstanding or unsatisfactory work, the cooperating teacher is urged to contact the university general methods professor or special methods professor with whom the student is working.

The Evaluation Report of Field Experiences and its accompanying key, see Appendix D, may be used by the student teacher or intern as a guide for self evaluation. This same evaluation guide may serve as a conference topic between the student teacher, the cooperating teacher, and the university general methods teacher. Form D is completed at least three times during each field experience assignment and is returned by the cooperating teacher to the Office of Field Experiences, Brewer 154, and then forwarded to the university general methods professor with whom you are working.

Each cooperating teacher is required to write an evaluative paragraph summarizing his or her reactions to the student's work. Cooperating teachers are urged to be fair but frank, to stress your special strengths but not to ignore a specific weakness. This paragraph is confidential and will not be shown to student teachers or interns. It will be sent to the Office of Field Experiences, Brewer 154, and then forwarded to the WSU Placement Office where it becomes part of the student's credentials for use by employers.

GUIDELINES FOR WSU-EC COOPERATING TEACHERS

As a cooperating teacher working with student teachers or interns, you are the key person during the students' field experiences. You are recognized as the one person to whom the students turn for guidance in developing their techniques appropriate to the teaching-learning process. In your role as a friendly co-worker you are the one who sets the pace which prepares the way for rapid adjustment by student teachers and interns to their new situation. Student teachers and interns need to be guided in their attempts to work through problem situations rather than being told "how to do it." You serve not only as a source of inspiration but also as a guide to our students in their initial teaching experiences.

In an effective program of field experiences the cooperating teacher plays the role of a team member. The team relationship, however, should not be allowed to prevent the student from having sufficient opportunity to work independently.

Pupil Relationships

The major criterion of success in teaching is the demonstrated ability of the student teachers and interns to work effectively in the classroom. You should discuss the field experience situation quite frankly with your students. It is suggested that you explain the role of the student teacher or intern to the pupils in a friendly but positive way. The student should be referred to as a "co-teacher" instead of "student-teacher." You are giving pupils valuable experiences in interpersonal relationships when you enlist their cooperation in creating a good climate for the student teachers and interns by encouraging them to display attitudes of interest, courtesy, cooperation, and appreciation.

Induction to Classroom Teaching

Standards of the American Association of Colleges for Teacher Education urge that student teachers and interns be inducted gradually into their new responsibilities. The orientation period is an important aspect of a successful student teaching experience. Opportunity to become thoroughly acquainted with the teaching-learning situation makes student teaching more meaningful. Identification by you at the outset of every task which the student teacher will encounter during the school day can be a helpful orientation procedure.

Student teachers should be permitted to spend considerable time in observing, in getting acquainted, and in becoming oriented to teaching. Most students need at least one week of classroom observation and additional observations should be scheduled during the entire field experience. It is suggested the student complete the form "Observation Analysis," see Appendix B, during classroom observations. These may be a basis for conferences between the cooperating teacher and the student. Later, students should be encouraged to show their initiative by varying the teaching practices observed, thereby giving them an opportunity to implement in part their own educational philosophy.

As a cooperating teacher of student teachers and interns, you will constantly assist them in planning for the needs, interests, and abilities of individual students and groups of students within the classroom. It is suggested that "bit" teaching with steadily increasing responsibilities be provided at the outset followed by a graduated series of teaching experiences which will permit the students to assume greater responsibility as they demonstrate readiness. Junior-Senior High School student teachers begin teaching with one class assigned in their major subject area and one class assigned in their minor subject area. Additional teaching assignments in the major and minor fields will be added as the student appears to be ready for more teaching responsibility. Before the end of the field experience, the student should be able to assume complete classroom responsibility or, in other words, a full day's teaching schedule. Until the student has full control of the classroom situation, the cooperating teacher should be present to assist as needed.

Planning during the Field Experience

Student teaching is the summit of a student's college years -- the culmination of preparation for a career as a teacher. As you work with the student teacher or intern, your assistance in helping him develop insights into and a realization of the total scope of the teacher's work will be invaluable. It is a continuing process of coming to know your student teacher as a person, noting and evaluating his progress, and using a variety of procedures during his teaching experience. It is suggested you give the student teacher or intern a voice in determining the course he is to follow; that you remain patient with his progress, that you provide a permissive atmosphere, a good climate, and warm acceptance; and that you develop an understanding of his strong points, his inadequacies. and how he sees himself. All of this is intended to give you direction to your work with the student teacher or intern.

There is no substitute for careful planning for teaching. Every teacher must plan, and the student teacher or intern is expected to take time for thorough planning. Beginning teachers should be required to prepare lesson plans. These plans should be checked by the cooperating teacher before the lesson is taught, thus avoiding embarrassing situations for the student teacher or intern and the cooperating teacher. Incomplete plans should be rewritten and checked again before the student is permitted to teach.

Lesson planning has been discussed in the education courses and it is recognized that the type of lesson plans in use in the public schools will vary from school to school. Plans should be written in considerable detail during the first few weeks of the field experience.

Planning might include a unit of work to cover a period of several days or weeks. This may not always be feasible but should be encouraged. The following headings may serve as a guide in planning resource units:

I. Significance of the topic
II. Subject outline
III. Possible outcomes
IV. Possible activities
    A. Introductory
    B. Developmental
    C. Culminating
V. Evaluation procedures
VI. Materials for reference purposes

The exact form of lesson plans in use varies from school to school but the "Daily Lesson Plan" form, see Appendix C, is adaptable for almost any age, subject, or grade level. These blanks are available to all students and may be obtained in the Office of Field Experiences, Brewer 154.

Participation in All-School, School-Community, and Professional Organizational Activities

It is recognized that the work of the teacher extends far beyond the walls of the classroom and involves the total school program and some aspects of community life. Student teachers and interns will be able to develop an accurate concept of the role of the individual teacher in the total school program when given opportunities to observe and participate in activities outside of the classroom. The role of the cooperating teacher relative to student teacher or intern participation in activities and experiences outside of the classroom is to help create an environment which will facilitate achievement of maximum success for the students involved.

We suggest that you consider and carefully evaluate all of the available activities in your school and community which would provide helpful experiences for student teachers and interns -- all-school, co-curricular, school-community, and professional organizations -- with a view toward encouraging and helping them become actively involved in a number of activities in the total program of your school and community.

Conferences

Informal discussion during conferences is one of the best ways to keep close to the student teacher's or intern's attitudes and to keep his spirits up. Conference periods help student teachers and interns feel competent in understanding the teaching-learning experiences which they have been encountering. Time must be scheduled for cooperative planning, sharing, discussing, and evaluating of objectives, techniques, and procedures of various teaching plans. It is impossible to state specifically when or how many conferences should be held with students. The scheduling of conferences should remain flexible and will depend upon the needs of student teachers, interns, and cooperating teachers but planned-for conference periods should be arranged.

It is imperative that student teachers and interns provide time for conferences to meet the convenience of the cooperating teacher. Mutually satisfactory times for such conferences can be arranged through cooperative planning. Conferences should take into consideration the needs of the individual students and may include such topics as:

Adjusting to New Environment
Methods of Presentation
Classroom Routines
Overview of the Work
Observations
Pupils' Needs
The Art of Questioning
Lesson Planning
Discipline and Pupil Control
Instructional Media
Parent Conferences
Field Trips
Curriculum Problems
Special Assignments
Units of Work
Student Teacher Progress Evaluation

Attendance

Student teachers are expected to demonstrate absolute reliability relative to such matters as attendance and promptness. Tardiness or absence from duty without cause is not tolerated by school administrators and should not be tolerated by you during the time that a student is gaining teaching experience under your guidance.

It is suggested, unless an administrative policy has been formulated in your school applicable to student teachers and interns, that you and your student teacher or intern discuss and reach an agreement relative to the manner in which you are to be notified in the event of absence because of illness or an unforeseen emergency.

Evaluation

An integral part of all student teacher activities is the evaluation program which helps us to know what each student has achieved and where further help is needed. Evaluation should reveal next steps such as the need for additional media, improved standards of work, adjustment of teaching methods, or attitudes.

When evaluating a student, we suggest that you:

1. Utilize a variety of evaluation techniques.
2. Be concerned with all aspects of the individual's development.
3. Encourage the student teacher to be more concerned with growth than where he rates with relation to his peers.
4. Put all pertinent data to use.
5. Return student evaluation reports promptly.

Evaluation reports used by the Department of Mental Retardation and the Department of Communication Disorders are shown in Appendixes E and F respectively.

Cooperating teachers and professors of general methods education courses, working with students assigned to other classrooms, use the evaluation report shown in Appendix D. Completed evaluation reports are to be returned to the general methods professors. Each student teacher's folder and each intern's folder contains these evaluation reports and the schedule for returning them to the professors. Please return all evaluation reports as scheduled since we in turn must complete our reports to meet definite deadlines.

Careful thought needs to be given to the checks entered in the respective columns. In fairness to students and future employers, care must be exercised in neither over-rating nor under-rating. "Excellent" should be reserved for really outstanding candidates, while average means "an average student teacher." Student teachers rightfully resent being compared with experienced teachers; they are beginners in the teaching field.

The effectiveness of the Evaluation Report of Field Experiences relates to your understanding of evaluation, to your objectivity as the evaluator, and to your systematic observation techniques which help to determine differences in performance of classroom teaching.

The three Evaluation Reports will be used as a guide by the cooperating teacher and the university general methods professor working with students and interns in arriving at the final mark in student teaching. These three Evaluation Reports will not be copied into the placement credentials.

Every cooperating teacher is required to write an evaluative paragraph summarizing his or her estimate of the student or intern. It is urged in fairness to all other educational workers that this statement be fair but frank. Please stress points of special competence but do not omit mention of weaknesses which have been identified during the field experience. The evaluative paragraph is copied into the placement credentials for the use of employers and will not be shown to the candidate.

In summarizing, most of the field experience rests with the cooperating teacher who:

1. Gradually inducts the student into the actual teaching situation as rapidly as the student evidences a readiness for such responsibility.
2. Assists the student in the development of adequate plans for teaching.
3. Provides the student with opportunities for getting acquainted with the pupils -- class lists, seating charts, cumulative records, etc.
4. Demonstrates acceptable methods and techniques of teaching for the student.
5. Provides opportunities for the student to work with individuals and small groups.
6. Provides opportunities for the student to assume gradual responsibility for the total teaching situation.

7. Confers with the student teacher relative to ways of improving the teaching situation -- making helpful suggestions; pointing out weaknesses; emphasizing strong points, etc.
8. Evaluates the progress of the student teacher and assists the university general methods professor in determining the final mark in student teaching.

THE PROFESSOR OF THE GENERAL METHODS COURSES IN EDUCATION

This university professor works closely with cooperating teachers and students during the field experience assignments. To foster successful field experiences, the professor:

1. Works with the Coordinator of Field Experiences on all aspects of the student teaching program.
2. Arranges to have all cooperating teachers complete the "Information Blank for Cooperating Teachers." This form remains on file in the office of the Coordinator of Field Experiences.
3. Works with school coordinators in the cooperating schools.
4. Visits classrooms at least twice during the nine-week period to observe the student's work.
5. Periodically confers with each student teacher or intern concerning his progress and ways and means of making needed improvements.
6. Meets with students on two Saturday mornings in a "Professional Seminar" during the time that students are participating in their field assignments.

7. Works with and periodically confers with cooperating teachers on the progress of student teachers. The final responsibility for all marks in field experiences rests with the University general methods professors working in conjunction with the special methods professor.

THE PROFESSOR OF SPECIAL METHODS COURSES RELATED TO A SPECIFIC FIELD

The university professor of a special methods course is responsible for the teaching of techniques specific to a given field and for the integration of such instruction into the total teaching program. Specifically, the professor of a special methods course:

1. Conducts classes in the special methods in his respective field.
2. Participates in the "Professional Seminars" on the two Saturday mornings during the time student teachers are engaged in teaching activities.
3. Keeps close contact with the students in his respective field during the period that the student teachers are engaged in teaching activities. This is done by actual visitations to the cooperating school classrooms.
4. Recommends to the professor of the general methods course a final mark for the students' field experience.
5. May recommend field experience assignments to the Coordinator of Field Experiences.

THE PUBLIC SCHOOL COORDINATOR IN STUDENT TEACHING

Final arrangements relative to student teaching or intern assignments is the responsibility of the public school coordinator. This responsibility may be assumed by the administrative head of the school or a faculty member designated by the administrative head. The public school coordinator:

1. Is the official contact between Wisconsin State University-Eau Claire and the cooperating school in all matters relating to student teaching.
2. Works with the Coordinator of Field Experiences and the student teachers' professors in the arrangement of suitable classroom teaching assignments and in the arrangement of additional assignments in the total program of the cooperating school.
3. Works with all cooperating teachers in his respective schools in an effort to reinforce the work of Wisconsin State University-Eau Claire faculty members in the preparation of teachers.

THE COORDINATOR OF FIELD EXPERIENCES

1. The Coordinator of Field Experiences in the teacher education programs works with the chairmen of the respective departments which offer a program in teacher education; namely,
    a. Elementary Education
    b. Junior-Senior High School Education
    c. Special Education

   d. Library Science
   e. Communication Disorders Education
   f. Business Education

2. The Coordinator of Field Experiences works with the above department chairmen and general methods professors and special methods professors on such matters as:
   a. Establishment of policies and the administration of such dealing with the selection of cooperating schools and cooperating teachers who serve in the field experience programs.
   b. Establishment of policies and the administering of such with the selection of student teachers and interns for field experiences.
   c. Assignment of student teachers and interns for a specific field experience.
   d. Direction of the program of field experiences of all assigned to work with student teachers and interns, including:
      (1) Professors from the teacher education programs mentioned in "1" above.
      (2) Professors who hold joint appointments in any department in the School of Education and their respective departments in the School of Arts and Sciences.
   e. The assignment and evaluation of the "September Experiences" for all students in their field experience.

f. The preparation of all reports related to field experiences needed by the Dean of the School of Education or the chairmen of the respective departments:
    (1) Payroll for all public school personnel involved.
    (2) Budgeting information and projections.
    (3) Field experience summaries.

g. The Coordinator assumes leadership with others involved in all matters relating to the on-campus conferences with cooperating teachers and coordinators involved in the field experience programs.

h. Developing and distributing current guides explaining the roles and responsibilities of those individuals working in the student teaching and intern programs.

i. Maintaining a file containing the "Information Blank for Cooperating Teachers."

j. Arranging suitable student teaching assignments with public school coordinators.

COOPERATING TEACHERS' INFORMATION BLANK

Each cooperating teacher needs to update or complete an "Information Blank for Cooperating Teachers". You are to return this form directly to the Coordinator of Field Experiences. This form is very helpful when payrolls are being completed.

COOPERATING TEACHERS' WORKSHOP

Each year a course or workshop is offered by the university for off-campus cooperating teachers who are interested in increasing their knowledge and skills in working with student teachers or interns. This is a credit course and the regular fee for such is waived by the university for the cooperating teachers who work with Wisconsin State University-Eau Claire in the preparation of our students as teachers.

APPENDIXES

A

Copies in JSHS student teacher
and JSHS intern folders

DAILY SCHEDULE

This form is to be completed by JSHS student teachers and interns. One copy is to be returned to the Office of Field Experiences as soon as your daily schedule is established. As your daily schedule changes, another copy of the form should be completed and forwarded to us. PLEASE SCHEDULE THE ENTIRE SCHOOL DAY AND SPECIFY THE TIME OR THE PERIOD AND TIME, including planning periods and free periods.

STUDENT TEACHER ____________________

COOPERATING TEACHER(S) ____________________

SCHOOL SYSTEM ____________________ DATE ____________________

ADDRESS DURING STUDENT TEACHING ____________________

____________________ PHONE ____________________

SCHOOL VACATIONS ____________________

STANDARDIZED TEST DATES ____________________

Period	Time	Room No	Mon	Tues	Wed	Thur	Fri	Subj	Cooperating Teacher

If additional space is required for school systems using modular scheduling, please use a second sheet.

____
Signature -- student

____
Signature -- Cooperating Teacher(s)

OBSERVATION ANALYSIS

Observation Analysis should include the procedure used in each class and the student's reaction or analysis of this procedure.

Student Teacher ______________________________

Class Observed ______________________ ________ ________
Hour Date

Class Procedure Observed	Analysis

DAILY LESSON PLAN

C

Subject ______________________
or
Unit ______________________

Name ______________________

Date ______________________

Objectives

Materials

Procedures - Intro Activities

Evaluation

Assignments

D

SCHOOL OF EDUCATION
WSU-EC
EVALUATION REPORT OF FIELD EXPERIENCES

STUDENT ______________________________ SEMESTER I II Year ________

SCHOOL ______________________________ QUARTER 1 2 3 4
(Name and City)

GRADE OR SUBJECT ____________________ RETURN BY ____________________

DIRECTIONS: CIRCLE THE APPROPRIATE NUMBER. SEE THE KEY FOR FURTHER DESCRIPTIONS OF THESE QUALIFICATIONS AND SKILLS. THE SCALE RATES FROM THE LOW OF 1, 2, 3 or 4 TO THE HIGH OF 5, 10, 15 or 20.

A. PERSONAL QUALIFICATIONS					
1. Maintains appropriate grooming, dress, and posture.	1	2	3	4	5
2. Demonstrates effective qualities of voice and speech.	2	4	6	8	10
3. Exemplifies poise, self-confidence, and self-control.	1	2	3	4	5
4. Evidences physical and mental stamina.	1	2	3	4	5
5. Shows initiative, resourcefulness, and creativity.	1	2	3	4	5
6. Shows intellectual alertness.	1	2	3	4	5
7. Displays a sense of humor.	1	2	3	4	5
8. Demonstrates sound judgment.	1	2	3	4	5
B. PROFESSIONAL QUALIFICATIONS					
1. Evidences general scholarship and knowledge of subject matter.	4	8	12	16	20
2. Evidences skill in oral communication and written expression.	3	6	9	12	15
3. Grasps content material for teaching.	2	4	6	8	10
4. Understands and applies basic principles.	4	8	12	16	20
5. Accepts and makes use of constructive criticism.	2	4	6	8	10
6. Demonstrates interest in profession of teaching.	2	4	6	8	10
7. Displays loyalty to co-workers, school, and profession.	2	4	6	8	10
8. Understands children and their basic needs.	3	6	9	12	15
C. TEACHING SKILLS					
1. Formulates objectives and makes daily and long range plans.	3	6	9	12	15
2. Maintains quality of planning and uses plans.	3	6	9	12	15
3. Prepares for and utilizes instructional materials.	2	4	6	8	10
4. Provides for variety and effective procedures for learning.	3	6	9	12	15
5. Provides for individual needs.	2	4	6	8	10
6. Stimulates pupil response for participation.	2	4	6	8	10
7. Evidences skill in questioning and discussion.	2	4	6	8	10
8. Maintains democratic climate for maximal learning.	2	4	6	8	10
9. Evaluates growth in learning effectively.	3	6	9	12	15
D. CLASSROOM MANAGEMENT					
1. Provides for physical comfort and suitable classroom environment.	1	2	3	4	5
2. Maintains reports and records.	2	4	6	8	10
3. Maintains consistent developmental classroom control.	3	6	9	12	15
4. Develops desirable personal and inter-personal relationships with and between children.	2	4	6	8	10
5. Establishes habits of routine.	1	2	3	4	5

____
Signature - Cooperating Teacher

____
Signature - Student

WISCONSIN STATE UNIVERSITY
EAU CLAIRE, WISCONSIN

KEY

This key has been devised to accompany the Evaluation Report of Student Teaching. Its main purpose is to further describe the skills and qualifications listed on that form. Four categories contain appropriate items for the analysis of growth and progress. These are:

A. PERSONAL QUALIFICATIONS

B. PROFESSIONAL QUALIFICATIONS

C. TEACHING SKILLS

D. CLASSROOM MANAGEMENT

This key is not intended to include all that goes into effective teaching as there are many intangible qualities that are difficult to measure, but it is hoped that cooperating teachers, college supervisors, and student teachers will use the form to analyze certain qualities and characteristics of growth in student teaching proficiency.

A. PERSONAL QUALIFICATIONS

1. Maintains appropriate grooming, dress, and posture.

1	3	5
Slouchy in posture; careless, unkept appearance; inappropriate choice of dress; unhappy and/or tense expression.	Fair posture and carriage; acceptable appearance; generally well groomed and suitably dressed; neat; usually attractive expression.	Exceptionally fine posture and carriage; appropriately and tastefully dressed; immaculate; attractive; facial expression inspiring.

2. Demonstrates effective qualities of voice and speech.

2	6	10
Hesitant; indistinct; ineffective; monotonous; irritating voice; careless; poorly place emphasis; inadequate volume; poor articulation; causes disturbance; English usage poor.	Easily understood; calm; acceptable; volume adequate at times; fair articulation; somewhat pleasing quality; usually secures attention; uses correct English.	Exceptionally distinct voice; pleasing; flexible; excellent quality, tone, volume; clear articulation; well modulated; musical; a motivating force; exceptional use of English language.

3. Exemplifies poise, self-confidence, and self-control.

1	3	5
Unsure; unstable; overly nervous; impatient; does not enjoy students; inconsistent; lack of tact; insincere; not at ease with students; baffled; helpless; blunders; loses control; easily embarrassed; ill at ease; confused by emergencies.	Has fair degree of poise; showing growth in patience, ease and tact; degree of sincerity; meets emergencies fairly well; usually knows what to do.	Extremely well poised; very calm and at ease; patient; enjoys students and makes them feel at ease; tactful; anticipates and meets emergencies easily; copes with unexpected; uses common sense.

4. Evidences physical and mental stamina.

1	3	5
Lacks vitality, enthusiasm, and stamina; frail; frequently ill; listless; physical handicap interfering with teaching effectiveness; consistently tense; negativistic, disinterested, indifferent, or shows signs of immaturity.	Fairly alert, cheerful, and vigorous; good health; not often ill; generally enthusiastic; shows fair degree of stability and maturity.	Very alert and shows vitality; radiates physical and mental health; energetic; free from tension; cheerful; consistently controlled; self-directive; enthusiastic and interested; extremely mature judgment.

5. Shows initiative, resourcefulness, and creativity.

1	3	5
Slow to act; needs prodding; shirks duties; lacks ability to go ahead on own; displays none of own ideas; neglects responsibility.	Sensitive to surroundings; seeks some sources; mediocre adaptation of materials to need; works with suggestions; sometimes has good ideas; somewhat ingenious; accepts responsibilities.	Alert to all activities and surroundings; adapts materials for use in creative fashion; persists in seeking added information and knowledge; assumes responsibility; original.

6. Shows intellectual alertness.

1	3	5
Little curiosity; needs prodding to meet ordinary assignments; shirks responsibility.	Somewhat curious; does ordinary assignments on his own; works well with suggestions; needs some help; has some insight.	Highly curious; eager to know; works on own initiative without supervision; self-reliant; enterprising; quick insight; aware of children and their basic intellectual needs.

7. Displays a sense of humor.

1	3	5
Dull; lacks humor; fails to "feel" tensions in classroom.	Usually good; recognizes tense situations but not always able to relieve them.	Extremely keen; appropriate; radiates optimism; relieves tense situations quickly and easily.

8. Demonstrates sound judgment.

1	3	5
Opinions and conclusions based on irrational thinking; undiscerning, indiscrete, and injudicious in forming estimations; short sighted; imperceptive, undiscriminating; and often impractical.	Considers facts and situations with some care and bases opinions and conclusions on reasonably good judgments; moderately judicious, discerning, and discrete in forming estimations; occasionally displays farsightedness; shows some perception and discrimination.	Considers facts and situations carefully and critically; forms opinions and conclusions on basis of rational judgments; judicious, discerning, and discrete in forming estimations; uses prudence, astuteness and farsightedness in consistently forming excellent judgment; perceptive and discriminating.

B. PROFESSIONAL QUALIFICATIONS

1. Evidences general scholarship and knowledge of subject matter.

4	12	20
Inadequate; weak in subject matter; necessary skills developed poorly; limited cultural background; restricted range of interests; inaccurate, questionable knowledge.	Adequate; understands subject matter and possesses adequate degree of skills; moderately broad cultural background; acceptable, quite sufficient knowledge; some range of interests.	Extensive knowledge; consistently accurate; thoroughly understands subject matter; has wide understanding of related fields; proficient at skills; comprehensive background; wide range of interests; searches for and increases knowledge.

2. Evidences skill in oral communication and written expression.

3	9	15
Uses poor English; shows poor organization in expression; fails to express ideas clearly; disregards or is ineffective in helping children grow in oral communication; ineffective vocabulary; meaningless or disorganized content of written communication; incorrect spelling; poor quality of manuscript or cursive writing.	Generally correct English; presentation understood by pupils; fairly effective in oral communication; fluent, clear, and effective in expressing ideas; adequate vocabulary; written expression growing in consistency; growing in effectiveness to help children communicate in written expression; fair quality manuscript or cursive writing.	Reveals knowledge of correct English usage; communicates facts and concepts with clarity; uses wealth of ideas for communication; provides opportunity for growth in these areas among children; logical, clear, convincing in speech; dynamic vocabulary; clear and exacting written expression of relevant ideas; high quality of usages; uses correct punctuation, capitalization; excellent quality of manuscript and cursive forms; extensively aids children in growth in these areas.

3. Grasps content material for teaching

2	6	10
Primarily memorization of information and routine mastery of skills; each experience, the mastery of each skill, and the solving of problems is considered to be an end in itself; concepts, values and skills are considered only as they are displayed in texts, workbooks, and instructional materials.	Displays sufficient knowledge of content; organizes learning experiences in a meaningful way around problems of living; attempt is made to relate work to other work done and to experiences of the children.	Displays mastery of materials of instruction; uses a variety of learning experiences that are meaningful and related to the goals of the children; helps child achieve a continuous development of understandings, attitudes, interests, appreciations and then interrelates learnings for integration of these skills.

4. Understands and applies basic principles.

4	12	20
Lacks judgment in applying methods to specific situations; lacks knowledge of modern ideas in education; sees little usefulness in theory; finds no relationship between principles and classroom situation.	Fair ability to adapt methods to fit a given situation; fairly well informed about modern ideas in education; applies some of these ideas; accepts application of basic principles when pointed out.	Exceptional ability to apply methods to fit a given situation; excellent understanding and use of modern ideas in education; translates theory into practice; sees quickly the application of basic principles.

5. Accepts and makes use of constructive criticism.

2	6	10
Does not realize need for improvement; resists or resents constructive criticism; tends to be antagonistic when given suggestions.	Responds to constructive criticism; evaluates and visualizes suggestions before incorporating them into teaching; wants to correct errors but often "forgets".	Seeks suggestions and responds creatively and graciously to constructive criticism; uses self criticism and exerts efforts to improve independently.

6. Demonstrates interest in profession of teaching.

2	6	10
Considers teaching merely a job for making a living; questionable conduct; apathetic negative; not much future; excelled by many others.	Considers teaching a job with responsibility for service; professional conduct and character acceptable; most students exhibit these abilities.	Considers teaching an opportunity for the highest type of service; approaches teaching as a challenge; shows sincere interest in working with pupils; professional character superior; should become one of best.

7. Displays loyalty to co-workers, school, and profession.

2	6	10
Poor loyalty; self-centered and inconsiderate; uncooperative; overly and unfairly critical; disregards professional ethics; impolite; does not maintain professional silence regarding personalities.	Able; considerate, alert and responsive to others; cooperates with others; keeps most exchange of conversation regarding school matters in confidence.	Eager to work with others; very sensitive to welfare of others; loyal and eager to share with others; cooperates with superiors graciously; uses unusually good judgment in assuming responsibility; keeps exchange of professional matters in confidence.

8. Understands children and their basic needs.

3	9	15
Not attracted to or by children; displays impatience, antagonizes children; pressures learning situation to detriment of personality of child; thwarts needs of child.	Likes children; establishes degree of rapport; understands group and individual needs and meets them in some instances; helps give children feeling of security; quite patient and considerate; fairly good knowledge of learning processes but tends to emphasize subject matter instead of child.	Honestly likes and enjoys children; establishes and maintains rapport easily; exceptionally patient and very considerate; unusual knowledge of learning process; establishes feeling of security; detects symptoms of frustration; finds causes and plans successful treatment.

C. TEACHING SKILLS

1. Formulates objectives and makes daily and long range plans.

3	9	15
Sets no objectives; plans lack coordination and continuity; often late; rigid without variation; teacher-regimented schedule; incomplete preparation; plans not made according to abilities of students; sees no long range plan.	Sets objectives; adequately organized; plans show some variety; sometimes selects well in view of aims; usually on time; evidence of some professional skills; plans made in relation to children's interests and abilities; has long range plans in view.	Faithfully formulates objectives for daily and long range view; always ahead in planning; extensive and superior organization; displays variety in procedures; uses resources extensively; chooses content and method suitable to class problems.

2. Maintains quality of planning and uses plans.

3	9	15
Poorly executed plans; goals are not seen clearly; plods through plan; poor timing; misses opportunities when they arise; atmosphere hurried, boring or tense.	Plans executed fairly well; usually arrives at larger goals; uses most techniques appropriately; timed quite well.	Well executed plans; achieves goals easily; seizes opportunities which arise and makes use of them; well-timed; learning situation analyzed with learners and worthwhile objectives always in mind.

3. Prepares for and utilizes instructional materials.

2	6	10
Textbooks and workbooks predominate; failure to locate materials; few references and audio-visual materials; careless use of equipment.	Makes use of some fairly good reference material and audio-visual aids; plans fairly for use and keeps necessary equipment in order.	Extensive preparation and use of instructional materials; outside materials brought in by teacher and children; reference, prepared and original materials, and audio-visual material used extensively and chosen carefully; excellent handling.

4. Provides for variety and effective procedures for learning.

3	9	15
Noticeable weakness in mastery of teaching methods; almost no variety or use of effective procedures for learning.	Depends on a few methods, uses at least one quite well; introduces some variety.	Employs wide variety of teaching methods effectively; excellent use shown of several methods; purposeful and appropriate variations.

5. Provides for individual needs.

2	6	10
Makes no provision; recognizes no differences; expectations remain the same for each child; unaware of responsibility for providing for individual needs.	Understands individual differences; makes some provision to satisfy needs and motivate pupil initiative with some noticeable results.	Sensitive to individual differences; seeks causes, discovers solutions with variety of methods, and motivates pupils to satisfy own needs.

6. Stimulates pupil response for participation.

2	6	10
Indifferent attitude; teacher secures limited response; extrinsic participation is the practice; pupils are uncooperative and indifferent.	Willing attitude in class; teacher generally secures willing participation; some evidence of pupil concern in teacher-pupil planning.	Excellent attitude in class; eager and willing participation; happy, co-operative climate; strong evidence of pupil initiative in planning class and individual activities.

7. Evidences skill in questioning and discussion.

2	6	10
Questions are fragmentary and not well directed; unable to control free discussion; fails to challenge thoughts; develops questions involving memory only.	Questions are usually well stated; uses fact questions best; free discussion somewhat successful.	Clearly stated questions; variation in sequence; thought provoking; well directed; excellent use of orderly thinking; uses wealth of commentarial statements.

8. Maintains democratic climate for maximal learning.

2	6	10
Ineffective and disorganized learning situations; time wasted by useless talking; abilities of all children not challenged; children given complete control without regard to welfare of group and school; unhappy environment; uses coercion; overlooks disorder and confusion.	Learning situations organized and challenging but somewhat rigid; growing ability to eliminate useless talking; achieves a fair quality of democratic participation in the classroom; pleasant setting; pupils respectful but not eager; group approval sometimes used; pupils cooperative but not enthusiastic.	Ability of each individual challenged; development of children shows steady growth; democratic procedures reflect the dignity and worth of each individual; guidance given in increasing independence in planning, assuming responsibilities, and evaluating; pupils eager and alert to own responsibilities.

9. Evaluates growth in learning effectively.

3	9	15
Evaluation based on tests and teacher judgment limited to academic performance; narrow standards of achievement; evaluation not shared by children; test results not interpreted for further use; limited understanding of value of instruments for judging.	Some inclusive measurements made; some evaluation made of social and emotional growth; some self and group criticism; knows value of instruments for gathering and observing data to be used in judging and recording pupil behavior for future improvement.	Continual evaluation of all parts of development; includes wide variety of evaluative techniques by teacher and children; evaluation integrated as part of total learning process; outcomes related to objectives; sees value in instruments designed to observe, gather and record data for interpretation and future improvement of the learning process.

D. CLASSROOM MANAGEMENT

1. Provides for physical comfort and a suitable classroom environment.

1	3	5
Environment is colorless, drab, and cluttered; teacher unaware of physical environment and comfort for learners; neglects responsibility for healthful working conditions; carelessly kept classroom; no provision made for heat control, sufficient lighting, ventilation or proper desk arrangement.	Room reflects cooperation on part of teacher and pupils in care and planning of attractive room; somewhat aware of physical needs of individuals; usually accepts responsibility for physical conditions; some provision made for proper heat control, sufficient lighting, ventilation, and proper desk arrangement; generally comfortable environment.	Room reflects interests and experience of children; environment is healthful, colorful, attractive, livable, and well adjusted for work; proper lighting, ventilation, and desk arrangements; all are handled in an excellent manner; physical needs of individuals met faithfully.

2. Maintains reports and records.

2	6	10
Maintains few records for evaluation; seldom completes reports; work rarely correct; unreliable reporting; careless and faulty records; inaccurate, inadequate, cumulative reports, indifferent attitude toward responsibility.	Adequate records for evaluation; completes records to some extent with suggestions; not always accurate in reports and records; usually reliable and prompt in reporting; somewhat adequate reporting on cumulative cards; somewhat concerned to report well.	Completes records for evaluation; prompt and accurate in completing all reports and records; contributes to records already accumulated; reports thoroughly; takes pride in excellent reporting.

3. Maintains consistent developmental classroom control.

3	9	15
Children overstimulated, noisy, insecure; behavior of some individuals hinders accomplishments of others; freedom unlimited or inconsistent from day to day; atmosphere permissive to detriment of growth and learning; disorganization prevails.	Children growing in ability to use freedom with responsibility; teacher growing in ability to guide whole class while meeting individual needs; atmosphere is conducive to learning; orderly control.	Evidence of calm, thoughtful pursuance of work at hand; continual guidance given in direction of self control and regard for others; total classroom displays picture of growth and learning; well organized control.

4. Develops desirable personal and inter-personal relationships with and between children.

2	6	10
Little evidence of confidence and mutual respect; teacher behaves inconsistently; children insecure and confused.	Mutual trust on the part of the teacher and children; teacher guides in helping children understand the results of their acts.	Cooperative, natural and friendly relationship between children and teacher; each is sensitive to the needs of others; choices are made in the best interests of all.

5. Establishes habits of routine.

1	3	5
Fails to establish with pupils habits which economize effort and time; maintains inefficient, poorly organized, and confused classroom; unsystematic.	Maintains degree of orderliness by "demanding" it; sometimes anticipates needs and plans for effective organization; somewhat systematic.	Cooperatively sets with pupils habits which economize effort and time; keeps work progressing with orderly freedom; anticipates needs and plans for quiet, effective movement; very well organized.

E

WISCONSIN STATE UNIVERSITY -EAU CLAIRE
EVALUATION OF FIELD EXPERIENCE
COMMUNICATION DISORDERS

STUDENT CLINICIAN ______________________________ DATE _____ TERM _____

MASTER CLINICIAN ______________________________ SCHOOL ________________

Careful use of this rating scale is designed to simplify grading of the student.

Place appropriate number in blank preceding each item.
1. Below average 2. Average 3. Above average 4. Superior

I. Major factors involved in evaluation:

_____ A. Overall therapeutic competency and skill
_____ B. Growth and improvement during student field experience

II. General factors:

_____ A. Enthusiasm
_____ B. Sense of humor
_____ C. Poise, self-confidence, self-control
_____ D. Punctuality
_____ E. Stamina for pace
_____ F. Intellectual curiosity
_____ G. Willingness to accept constructive criticism and act upon it
_____ H. Soundness in judgment
_____ I. Self-evaluation
_____ J. Appearance

III. Specific factors:

A. Interpersonal relationships
_____ 1. Basic rapport with children in total school population
_____ 2. Rapport with children in actual therapy, reflected by children in their enthusiasm and participation in therapy sessions
_____ 3. Acceptance of individual differences of each child and effort to enhance child's self-concept
_____ 4. Knowledge and willingness to accept the role of the speech clinician as a team member in relation to the child's total educational program
_____ 5. Knowledge and skill in use of counseling techniques for parent and teacher conferences

B. Therapeutic skills

1. Diagnostic

_____ a. Differential diagnosis
_____ b. Evaluating specific skills and performances of child
_____ c. Identifying child's level in stage of child's progress
_____ d. Alertness to need for further diagnostic procedures
_____ e. Skill in use of diagnostic tools

2. Planning therapy sessions

_____ a. Thoughtful, careful preparation
_____ b. Clearly defined major and specific goals relevant to therapy session
_____ c. Continuity in plan from session to session
_____ d. Division of time and budgeting item within lesson according to need, variety, and motivation of each child individually or in a group

3. Materials per se

_____ a. Creative and well prepared
_____ b. Interesting to child but not distracting from actual therapy
_____ c. Adaptable for use with variety of cases and different age levels

4. Relating material to goals

_____ a. Inclusion of material only if related to goals
_____ b. Adapting materials to child's academic and maturational level
_____ c. Use of materials which contribute to academic and social development

5. Therapy sessions

_____ a. Knowledge of theory and application of various techniques and methods for appropriate cases
_____ b. Ability to imitate child's production of various speech sounds and to know correct from incorrect production
_____ c. Ability to communicate to child what distinguished correct from incorrect production
_____ d. Ability to fit parts into a whole so that therapeutic process is smooth and opportunities for distraction minimal
_____ e. Interaction in group situation, continuous involvement of all members
_____ f. Appropriate use and timing of reinforcement

	Number of points possible (Exclude points not applicable in your situation)	This student's score
Section I	__________	__________
Section II	__________	__________
Section III	__________	__________
Total	__________	__________

Number of absences __________ Number of tardinesses __________

IV. Any additional comments pertinent to this particular student in the field experience:

WISCONSIN STATE UNIVERSITY-EAU CLAIRE

Supervised Teaching Evaluation
Special Education

Please type

Confidential

STUDENT ______________________

DATE OF EVALUATION __________

SCHOOL ______________________
(Name and City)

SEMESTER: I II Year ________

QUARTER: 1 2 3 4

CLASS LEVEL ________

C.A. range ____ to ____

M.A. range ____ to ____

CLASS SIZE ____

# of boys ____

# of girls ____

____ Whole days

____ a.m. only

____ p.m. only

FACTOR RATED: RATING ASSIGNED:*

Professional Qualities:

1. Enthusiasm for teaching . . . ____
2. Standards of ethics . . . . . ____
3. Ability in self-evaluation . ____

Personal Qualities:

1. Appearance . . . . ____
2. Voice . . . . ____
3. Manner . . . . ____
4. Interests . . . . ____
5. Ability to take criticism . . ____
6. Ability to relate to students . . . . ____

Preparation of Work:

1. Knowledge of theory . . . . . ____
2. Selection of materials . . . ____
3. Consistency and flexibility of preparation . . . . ____
4. Lesson plans . . . . ____
5. Attitude toward work . . . . ____
6. Perception of ability level . . . . ____

FACTOR RATED: RATING ASSIGNED:*

Techniques of Teaching:

1. Ability to create learning situations . . . . ____
2. Balance of teacher-pupil participation . . . . ____
3. Group activities . . . . . . ____
4. Individualized instruction . ____
5. Achievement of goals . . . . ____
6. Reaction to emergencies . . ____

Classroom Routine:

1. Physical conditions and arrangements . . . . ____
2. Efficiency in time, materials, etc. . . . . ____
3. Educational materials . . . ____
4. Adherence to school schedules . . . . ____

General Factors:

1. Health and vitality . . . . ____
2. Evidence of improvement . . ____
3. Discipline . . . . ____
4. Prediction of success . . . ____

*(1) Superior; (2) Strong; (3) Average; (4) Acceptable; (5) Unsatisfactory

COMMENTS:

Letter grade recommended: ______

Cooperating Teacher

University Supervisor

THE

TEACHER INTERNSHIP

OF

THE WISCONSIN IMPROVEMENT PROGRAM

in cooperation with:

THE UNIVERSITY OF WISCONSIN AT
GREEN BAY, MADISON, AND PARKSIDE

WISCONSIN STATE UNIVERSITIES AT
EAU CLAIRE, LA CROSSE, PLATTEVILLE
RIVER FALLS, STEVENS POINT, SUPERIOR, AND WHITEWATER
STOUT STATE UNIVERSITY, MENOMONIE

BELOIT COLLEGE, BELOIT
DOMINICAN COLLEGE, RACINE
EDGEWOOD COLLEGE, MADISON
HOLY FAMILY COLLEGE, MANITOWOC
MILTON COLLEGE, MILTON

WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION

AND

SCHOOL SYSTEMS OF WISCONSIN, MINNESOTA, IOWA, AND ILLINOIS

January, 1971

TABLE OF CONTENTS

PAGE

INTRODUCTION 1

WISCONSIN IMPROVEMENT PROGRAM 2

The Executive Committee
The Coordinators in Cooperating Colleges and Universities

GUIDELINES TO THE TEACHER INTERNSHIP

THE TEACHER INTERNSHIP 3

PARTNERS IN THE PROGRAM

- The Intern 3
- The Cooperating Teacher 4
- The Principal 5
- The Superintendent 6
- The College or University Supervisor 7
- The State Department of Public Instruction 7

ORIENTATION CONFERENCES 8

GUIDELINES FOR DEVELOPMENT OF INTERNSHIPS 9

CHRONOLOGICAL SEQUENCE FOR DEVELOPMENT OF INTERNSHIPS 10

PROFESSIONAL COMMITMENT AND REVIEW PROCEDURE 11

TEACHER INTERN LICENSE 12

CONTRACTS 13

PHYSICAL EXAMINATIONS 14

HEALTH SERVICES AND INSURANCE 14

INTERN SALARY AND DEDUCTIONS 14

PROFESSIONAL ORGANIZATIONS FOR THE INTERN 16

LIABILITY 17

INTERN ABSENCES 18

BEGINNING AND TERMINATING THE INTERNSHIP SEMESTER 18

REPORTING INTERNS ON NORTH CENTRAL ASSOCIATION AND STATE DEPARTMENT OF PUBLIC INSTRUCTION FORMS 19

INTRODUCTION

THE TEACHER INTERNSHIP IS DEDICATED TO:

* providing the teacher intern with a realistic professional assignment which offers involvement in all phases of an educational program.

* providing an opportunity for the teacher intern to relate theory to practice, and to test ideas and understandings unique to teaching and learning.

* providing the teacher intern with the pre-service opportunity of being a member of a professional instructional team, with extensive opportunities in the observation, analysis, and evaluation of teaching and learning.

James C. Stoltenberg
Executive Secretary
Wisconsin Improvement Program
University of Wisconsin
342 Education Building
1000 Bascom Mall
Madison, Wisconsin 53706

608: 262-9934

Executive Committee

Daniel Brown, Chairman	WSU River Falls
Rodney Johnson, Vice-Chairman	WSU Eau Claire
Warren Theune, Secretary-Treasurer	WSU Whitewater
James Busch	UW Green Bay
John McDonnell	Beloit College
Lond Rodman	State Department of Public Instruction

Coordinators in the Cooperating Colleges and Universities

John McDonnell
Beloit College
Beloit, Wisconsin 53511
608: 365-3391

Sister Dolores Enderle
Dominican College
Racine, Wisconsin 53402
414: 639-7100

Sister Mary Rosary
Edgewood College
Madison, Wisconsin 53711
608: 257-4861

Sister Anne Kennedy
Holy Family College
Manitowoc, Wisconsin 54220
414: 684-6691

Margaret Georgevitch
Milton College
Milton, Wisconsin 53563
608: 868-2920

John Stevenson
Stout State University
Menomonie, Wisconsin 54751
715: 235-5541

Ardelle Graef
Wisconsin State University
Eau Claire, Wisconsin 54701
715: 836-5710

William Schmidt
Wisconsin State University
La Crosse, Wisconsin 54601
608: 785-1800

Edwin Moore
Wisconsin State University
Platteville, Wisconsin 53818
608: 342-1271

Allan Siemers
Wisconsin State University
River Falls, Wisconsin 54022
715: 425-6701

Thomas Hayes
Wisconsin State University
Stevens Point, Wisconsin 54481
715: 341-1251

Lowell Banks
Wisconsin State University
Superior, Wisconsin 54881
715: 392-8101

Leonard Varah
Wisconsin State University
Whitewater, Wisconsin 53190
414: 472-4847

James Busch
University of Wisconsin--Green Bay
Green Bay, Wisconsin 54301
414: 435-3211

Frank Drew
University of Wisconsin--Madison
Madison, Wisconsin 53706
608: 262-1651

John Elmore
University of Wisconsin--Parkside
Kenosha, Wisconsin 53140
414: 658-4861

THE TEACHER INTERNSHIP

The teacher internship is based on the fundamental principle that people learn by involvement. The design and organization of each internship is developed to provide the prospective teacher with many and varied opportunities to teach and to learn. It is a clinical experience which permits an analysis of teaching and learning in a realistic school setting with learners. The internship design creates an instructional team which develops and organizes learning experiences through a process known as team planning. The implementation of these plans may involve the process known as team teaching. The teacher internship in the instructional team concept is referred to as the intern-in-team design. The internship is a salaried, full semester assignment in a local school system, developed mutually by partners in teacher education. The components of this partnership can be described and identified by the role that each member assumes in the teacher education program.

The Intern

The teacher intern comes to his internship assignment as a selected undergraduate or graduate student in the process of earning a Master's degree and/or teacher certification. The expectations placed on the teacher intern are high, both quantitatively and qualitatively. The teacher intern is assigned to instructional duties of planning, teaching, evaluating, observing, and conferring as a member of the instructional team. The intern normally carries no formal coursework during his internship which permits him to engage in teaching with all the energy and thought that this involves. An intern is assigned approximately 40 to 50 percent of the responsibilities of an experienced teacher.

Primarily, the intern assumes a classroom assignment but it includes related experiences in the total school community, such as participation in conferences, social activities, homerooms, faculty meetings, parent meetings, and special assignments. The teacher intern also participates in workshops and inservice training programs. The maximum involvement in teacher duties and responsibilities is encouraged so as to permit the intern to have a broad experience in all aspects of the school community.

In the commitment to the multiple demands of the internship, the teacher intern plays an indispensable part in determining not only the nature and extent of his own professional preparation, but also the general success or failure of the teacher intern assignment. The intern's dual obligation, as a learner learning to teach and as a teacher charged with extensive instructional responsibilities, places him in a unique role. The successful fulfillment of this role demands ability, dedication and effort, and requires understanding, cooperation, and constructive guidance from his partners in the intern-in-team design.

The Cooperating Teacher

The cooperating teacher assumes leadership for the day to day guidance of the intern-in-team activities and within this context initiative and responsibility are required. It is necessary that the cooperating teacher avoid excessive authoritarianism which limits the reasonable individual trial and error required for professional growth; and, on the other hand, excessive freedom which provides neither constructive guidance nor a standard by which to evaluate progress of the instructional team.

The prime responsibility for the orientation of the teacher intern to the role he will assume during his internship is provided by the cooperating teacher who presents information on the structure and design of the team, the objectives of the course, and subject matter to be covered, including text and audio-visual materials available. Other pertinent information includes the roles of team members and administrators in planning, supervision, and evaluation policies.

The cooperating teacher actively assists the teacher intern in the planning, execution, and evaluation of his role both as a teacher and intern. Formal supervision and evaluation of each teacher intern is a joint function of the cooperating teacher and the college or university supervisor. The supervisor relies heavily on the judgments of the cooperating teacher in evaluating the intern's performance. This joint responsibility requires the cooperating teacher to assess and report progress of the intern as a prospective teacher.

The Principal

The interest and support of the school administrator is necessary for the successful functioning of the intern-in-team design. In such areas as curriculum development, instructional supervision, and allocation of school resources, the principal has the opportunity to render invaluable support to the team through leadership and guidance. The general atmosphere created by the principal, his success in counseling and supervising the team, his judgment in the use of school facilities, his ability to provide stimulation and direction to the team, and his skill in personnel management are determinate factors in the overall effectiveness of the team.

In addition to his vital relationship to the team itself, the principal assumes responsibility for the effective orientation of the intern to the local school system and community. The following are suggested as minimal points to be considered in the intern orientation: (1) the community, (2) the school system, (3) the school staff, (4) students taught by the team, (5) instructional methods and techniques, (6) physical factors in instruction, and (7) personnel services and administrative procedures. As a key person in the orientation of the intern to his duties and responsibilities, the principal encourages the members of the faculty to accept the intern as a professional member of the staff.

The Superintendent

The superintendent plays a significant role in the initiation and development of internship assignments by motivating the administrative and instructional staff to participate in the teacher intern program; by securing approval from the Board of Education to proceed in making cooperative arrangements with the Wisconsin Improvement Program; by reviewing the instructional assignments and programs with members of the administrative staff to determine the feasibility of accepting interns in specific areas and grades; by notifying the Wisconsin Improvement Program office of any changes in team design and personnel; and by acting as the final channel of communication between the local school system and the Wisconsin Improvement Program.

In larger school systems it is realized that contact between the superintendent and the intern will be minimal. The conferences, pre-service orientation, and visits, however, do provide opportunities for the superintendent to reinforce the efforts of the principal and cooperating teachers in orienting the intern to the school system's educational philosophy, the general policies relating to professional personnel, and community mores and expectations.

College or University Supervisor

A college or university supervisor serves the partnership by assisting the personnel of the local system in developing and evaluating intern-in-team designs. This mutual responsibility and effort on the part of the college or university supervisor, the cooperating teacher, and the principal supports the realization of a viable clinical experience for the intern. The faculty member from the cooperating college or university who is assigned to supervise the intern in the team design usually makes at least three visits to the cooperating school each semester. Following these visits, consultations are held with the intern and cooperating teacher concerning the intern's progress in the planning, execution, and evaluation of instruction. Growth toward teaching competence is the paramount objective which the supervisor has in mind when working with the intern. The supervisor directs the intern to see the relationship between his academic work on campus and his clinical experience.

The State Department of Public Instruction

The State Department of Public Instruction is the legal agency through which interns are issued licenses. The Department serves in an advisory capacity to the teacher internship program by providing information on current certification requirements, and by offering assistance to colleges, universities, and local school personnel in the development, implementation, and evaluation of instructional programs related to teacher education.

ORIENTATION CONFERENCES FOR TEACHER INTERNSHIPS

The introduction of the intern to the internship assignment in a local school system is facilitated through various conference arrangements. The initial information regarding the intern's assignment is given in conference with the university or college supervisor either individually or in groups on campus. The general practice of principals and cooperating teachers meeting the assigned intern before the fall semester either in the local community or on campus is growing and is recommended whenever feasible. The policy of providing formal orientation sessions at the local school prior to the opening of the fall semester for both first and second semester interns is necessary and considered a requirement for all interns. Additional conferences throughout the sequence of the partnership are deemed valuable and necessary.

The office of the Wisconsin Improvement Program strongly supports the conference concept and provides suggestions and personnel to assist in the orientation of teacher interns to the school systems. The basic nature of these conferences should provide opportunities for all participants to become familiar with instructional procedures, policies, and programs; to be adequately informed about the local school system and the community; to be informed and active in the planning of duties and responsibilities of the internship; and to be insured of strong professional support in becoming a participant in the teaching process.

GUIDELINES FOR DEVELOPMENT OF INTERNSHIPS

The following steps are generally taken in the development of internships.

1. A college or university or local school system proposes that it investigate the possibility of cooperating in the teacher internship program.

2. The superintendent motivates and focuses interest and commitment of his staff in determining the feasibility of an intern-in-team design.

3. The superintendent and staff cooperates with college or university staffs in the selection of cooperating team personnel and in determining the feasibility of an intern-in-team design.

4. The superintendent prepares and presents the proposal of becoming a formal partner in teacher education to the Board of Education. Approval by the Board of Education is formally requested.

5. The intern-in-team designs which have been approved are formally described in terms of administrative leadership, cooperating teacher responsibilities, subject areas, grade levels, facilities, and the number of interns to be involved. This is the basis for implementation of the cooperative agreement.

6. The superintendent confirms the school system's intent to participate. The confirmation should be made at the earliest date possible, but no later than February 15, to facilitate the coordination of recruitment of interns and assignment of interns to local school systems.

7. Teacher interns are assigned to approved teams by the Wisconsin Improvement Program on the advice of college and university personnel and with the concurrence of the administration of the local school system. Interviews on campus with assigned interns may be arranged if the superintendent desires.

8. The Wisconsin Improvement Program will strive to make commitments to local school systems concerning the staffing of intern-in-team designs by May 1 with deviations from this policy determined by recruitment progress. Although a commitment has been made to staff a particular design, the assignment of specific interns to specific schools may need to be delayed until late June or early July.

CHRONOLOGICAL SEQUENCE FOR DEVELOPMENT OF INTERNSHIPS

January

Request forms are mailed to participating and cooperating school systems from the Wisconsin Improvement Program office.

February

Requests for interns for the ensuing year are formalized by the school systems and cooperating institutions and returned to the Wisconsin Improvement Program office by February 15.

March

Representatives from cooperating colleges and universities review the intern designs and assignments toward final confirmation.

April

Superintendents notify the Wisconsin Improvement Program of any team changes in organization, scheduling, or personnel before April 15.

May

School systems notified as to which intern designs will be staffed by May 1.

June-July

Notification of specific intern assignments to participating school systems completed by June 30.

August-September

All assigned interns meet in local school systems for orientation conferences.

The procedures described for the development of teacher internships and the sequence of assignment of interns to the school system are stated in general terms. The college or university personnel who are involved in a continuing internship or new internship design are available for assistance at any step to the local school system. Intern-in-team designs are viable and variable and should serve the unique factors and needs of the college or university as well as the local school system. The office of the Wisconsin Improvement Program is ready to provide services and personnel to coordinate these efforts in the development of intern designs.

PROFESSIONAL COMMITMENT AND REVIEW PROCEDURE

The intern program requires a professional commitment of three parties.

First, the university or college faculty member in charge of the intern program and the professor commit themselves to securing the best professional field experience that can be offered in leading school systems. Simultaneously, the college or university promises to recruit and appoint to the cooperating schools, teacher interns who will accept and fulfill the positions which have been especially created for them.

Second, the cooperating school systems make a commitment to the college or university and the teacher intern for the use of their facilities and staff so that the student can experience a realistic professional semester.

Third, the teacher intern makes a dual commitment to the college or university and the cooperating school system. Initially, he commits himself to the actual fulfillment of his intern semester as an obligation both to the college or university which has placed him in a school system, and to the school system which anticipates his professional services. Further, the teacher intern commits himself to using the resources of the cooperating school with good judgment and a sense of responsibility.

Thus, the whole is completely dependent on its parts. A firm, professional commitment is required of all if the program is to continue as successfully as it has in the past. If the cooperating school system, the university or college intern experiences personal or professional differences or concerns within this partnership, then it requires that at the earliest possible time all of the partners will contact one another to resolve these differences or concerns.

The procedure can be described as levels of partnership interaction and outlined as follows:

Level 1 -- Intern and Team Leader
Level 2 -- Intern, Team Leader and Principal
Level 3 -- Intern, Team Leader, Principal and University or College Supervisor
Level 4 -- Intern, Team Leader, Principal, University or College Supervisor and Campus Coordinator

Level 5 -- Intern, Team Leader, Principal, University or College Supervisor, Campus Coordinator, Superintendent of Schools and Wisconsin Improvement Program Office Representative.

It is implied that the intern assignment is a bona fide agreement between the college or university, school system, and teacher intern. Termination of assignments can be made through assessment of negative or positive factors related to each situation. It should be recognized that the final decision must be made in the best interests of the total partnership.

It is expected that before any action is taken by any one of the partners to terminate an internship, all levels of interaction will be observed and anecdotal records be kept to insure the verification of perceptions and to insure that the rights of no one within the partnership have been violated.

TEACHER INTERN LICENSE

The following is an excerpt from Chapter PI 3 of the Wisconsin Administrative Code:

> PI 3(g) - Permits - "A permit to be known as an intern license may be given to a person working in an internship program which is approved by the State Superintendent of Public Instruction. An intern who is paid by a Board of Education must hold such a license. Such license may be issued only to a student recommended by the proper teacher preparing college or university authorities and must hold senior or graduate ranking. A signed request by the administrator of schools of the participating district must be filed as a condition for the issuance of such license."

The following procedure for procurement of intern licenses has been established:

1. The Wisconsin Improvement Program provides cooperating colleges and universities with the State of Wisconsin Department of Public Instruction Credential Application forms.

2. These forms are filled out by students who have been appointed to the intern program. The forms, together with a five dollar ($5) money order or certified check made payable to the State Superintendent of Public Instruction (for interns assigned to Minnesota, make payable to "Commissioner of Education." Licenses in Iowa and Illinois are processed through the school system.), are returned to the appropriate cooperating college or university intern coordinator.

3. Cooperating colleges or universities forward completed credential applications and money orders to the Wisconsin Improvement Program by July 15.

4. The Wisconsin Improvement Program forwards the license applications to appropriate school superintendents for approval. After signing, superintendents return the completed applications to the Wisconsin Improvement Program.

5. The Wisconsin Improvement Program forwards the approved applications together with the $5 license application fee to the State Department of Public Instruction.

6. The State Department of Public Instruction sends the intern licenses to the superintendent of the school system to which the intern has been assigned.

7. In accordance with local regulations, the licenses are either distributed to the interns or maintained in the personnel files of the local school system.

The procedure varies slightly as indicated for an intern placed in a school system in Illinois, Iowa, or Minnesota.

CONTRACT

It should be noted that Section 118.21 of Chapter 92, Public Laws of Wisconsin of 1967 on teacher contracts has been construed to apply to holders of all types of teaching licenses. School administrators have required intern contracts partially on the grounds that provisions of insurance policies relating to school employees would presumably be more binding if the intern has a contractual obligation to the system.

PHYSICAL EXAMINATIONS

Interns must meet the physical examination requirement established for all licensed school system personnel. It would be helpful to review Public Law Section 118.25 of Chapter 92, Public Laws of Wisconsin of 1967 from the "Laws of Wisconsin Relating to Public Schools". It would be appropriate to inform the intern at an early time after appointment of the procedure required in his assigned school system. The cost of such examination, including x-ray and tuberculin tests, should be paid out of school district funds following local school system policy.

HEALTH SERVICES AND INSURANCE

Interns and administrators should consider arrangements for health services and insurance. The intern may wish to use student health insurance offered by his college or university or if local school system policy offers membership in their group plan, he may consider this coverage. If a teacher intern becomes seriously ill for a substantially extended period of time or needs hospitalization, the intern's family should be notified. The Wisconsin Improvement Program and the intern's college or university intern coordinator should also be notified.

INTERN SALARY AND DEDUCTIONS

Salary

Each intern receives a salary derived from local system funds and paid on a regular salary basis along with the regular instructional staff during the semester in which he serves his internship. The salary will generally be spread over a four to five month period dependent on the length of the local system semester. It is suggested that interns be advised during the orientation period of the manner in which their salary will be apportioned, and the times at which they may expect to receive their salary checks.

As teacher interns are working within typical student budgets, it is helpful if they can receive their first salary payment soon after reporting to the school district. This is optional with the school system, however, and interns will be counseled by their college or university representative to have adequate personal funds available to account for at least their first month's expenses.

Computation of the Intern's Salary

The intern's semester salary for 1971-1972 has been computed in the following manner:

1. The State Department of Public Instruction has averaged the salaries of all first-year Bachelor degree teachers for all school districts in the State of Wisconsin for 1970-1971. The B.A. salary for beginning teachers is $7070.
2. Twenty-five percent of that average is $1767. This establishes the intern salary for 1971-1972.

The intern's salary, as stated will be standard throughout the Wisconsin Improvement Program for 1971-1972 except where negotiated agreements may take precedence.

The intern can perform duties for additional pay only after review by both the intern's college or university supervisor and coordinator. School activities, such as coaching may be permitted and additional pay authorized, if these tasks in no way interfere with his basic assignment as a teacher intern.

Income Tax Deductions

Intern salaries are subject to federal and state income tax deductions.

Social Security Deductions

Intern salaries are subject to deductions for social security. The following two paragraphs quoted from an April 5, 1967 ruling from the Public Employees Social Security Fund will clarify the regulations:

> "Under the provisions of Section 66.99(3t), Wisconsin Statutes, as created by Chapters 489 and 540, Laws of 1965, Social Security deductions must be withheld from the earnings paid to teaching interns when the school employer has been included for Social Security coverage of its personnel as a consequence of action by the governing body under Section 66.99(2), Wisconsin Statutes.
>
> Interns in public school systems operated by employers which have not acted under Section 66.99(2), Wisconsin Statutes, are not under present law subject to Social Security deductions from such earnings."

If one is in doubt about whether his district is included under these provisions, the Public Employee Social Security Fund should be contacted in order to avoid later additional correspondence.

PROFESSIONAL ORGANIZATIONS FOR THE INTERN

As regularly enrolled students in a school or department of education, teacher interns are eligible for membership as student members in the National Education Association (NEA) and the Wisconsin Education Association (WEA). If enrolled as such, they are members of the Student National Education Association (SNEA) and Student Wisconsin Education Association. Membership privileges include receipt of NEA and WEA publications, eligibility to attend WEA conventions and liability insurance. Membership information can be secured by writing to the Wisconsin Education Association, 404 Insurance Building, 119 Monona Avenue, Madison, Wisconsin 53703, or by contacting your local SNEA campus representative.

Teacher interns, at the discretion of the Local, are eligible for membership in the American Federation of Teachers (AFT), AFL-CIO.

Membership privileges include receipt of AFT publications and liability insurance. There are no student memberships in this organization. Membership information can be secured from the Local representative in the town in which the intern is teaching.

LIABILITY

To this date there have been no incidents where students have been injured while under the supervision of the teacher intern. There are, however, several legal assumptions that can be stated -- namely:

1. Liability may be the responsibility of the teacher intern.
2. Liability may be the responsibility of the regular members of the cooperating school system's professional staff who have agreed to supervise teacher interns with or without increased compensation, or who at the time of the injury are supervising a teacher intern.
3. Liability may be institutional in character in that the responsibility might rest with:
    a. The local school board which authorized the teacher intern for its system, or
    b. The teacher preparing college or university which helped to select the teacher intern for his assignment.

To this date there have been no incidents where the intern has been injured in the course and scope of his assignment. While there have been no court cases or official opinions, the Attorney General's office indicated that teacher interns might be considered employees or agents of the local school district because of the apparent employer-employee relationship between supervisor and supervisee for purposes of the Workmen's Compensation Law.

If the school district has secured liability insurance provided for by Wisconsin Statutes of 1967, Section 66.18, it is probable that the activities of teacher interns are covered. Wisconsin Education

Association student membership provides $100,000 protection, should the intern become involved in a suit resulting from bodily injury or property damage. Attorney fees up to $1000 and a $250 bail bond will be reimbursed. If interns are permitted to join the American Federation of Teachers Local, they are insured to the extent of $50,000. It is assumed that coverage extends in all states.

INTERN ABSENCES

Those teacher interns who are to receive a degree at commencement exercises of their college or university are instructed to request permission in advance to be absent from their duties for that day. Some interns may be seeking teaching positions for the next semester and/or school year and these arrangements are to be made with the principal and cooperating teachers when they need to be absent for interviews. Interns should be informed of local policies on these and other types of absences before they begin their internship.

INTERNS AS SUBSTITUTE TEACHERS

The official position of the Wisconsin Improvement Program is that an intern may serve as a substitute teacher for a cooperating teacher for a limited period of time if the superintendent and the principal of the school specifically authorize this and the intern agrees to do so. Under no circumstances will an intern serve as a substitute for other teachers in the school system.

BEGINNINC AND TERMINATING THE INTERNSHIP SEMESTER

It is an existing policy that, whenever possible, the intern will follow the local school system's calendar. The first semester intern should begin and end work according to the local school system's calendar. The second semester intern, however, because of college or university commitments may not be available to immediately succeed the first semester intern. When this situation develops, it is encouraged that the local district and the first semester intern reach an agreement whereby the first semester intern would remain in the school until the second semester intern can assume his duties. The second semester intern will be expected to complete the second semester according to the local school system's calendar. Every effort should be made for the second semester intern to succeed the first semester intern at the earliest practical time after the close of the first semester of the college or university. In the event that, due to an early starting date, the first semester intern is asked to extend employment for an extra week until the second semester intern is available, there should be no financial hardship. However, if there is a financial hardship for the intern or a long gap (of longer than a week) between the end of the school system's first semester and the end of the first semester of the college or university, the school system may wish to arrange to employ the first semester intern.

REPORTING INTERNS ON NORTH CENTRAL ASSOCIATION AND STATE DEPARTMENT OF PUBLIC INSTRUCTION FORMS

Teacher interns may be listed on North Central Association report forms along with regular staff members, but with "Teacher Intern-Wisconsin Improvement Program" in parentheses after their names. Such designation will explain the fractional teaching loads and salaries reported for them. Interns should not, however, be reported in "Total" figures since they are not counted by the State Department of Public Instruction on their forms as staff members for reporting purposes.

MATERIALS AVAILABLE FROM THE WISCONSIN IMPROVEMENT PROGRAM

1. Teacher Intern Handbook
2. Intern Request Forms
3. Information on Intern-In-Team Designs
4. Records and Information on School Systems and Personnel

SERVICES AVAILABLE FROM THE WISCONSIN IMPROVEMENT PROGRAM OFFICE

1. Coordination and Administration of the Program
2. Securing Consultant Services
3. Interpretation of Policies and Programs
4. Administrative and Operational Services
5. Communications and Disseminations

The above materials and services may be obtained by contacting:

Wisconsin Improvement Program
University of Wisconsin
342 Education Building
1000 Bascom Mall
Madison, Wisconsin 53706

608: 262-9934

APPENDIX D

UNIVERSITY OF WISCONSIN-EAU CLAIRE
CONSORTIUM PROJECT

SCHOOL OF GRADUATE STUDIES
Official Course Syllabus

Date April 16, 1971
(New ☒)
(Revision ☐)

Department Elementary Education

Course no. (assigned by Registrar after approval) ______

Prepared by Lloyd Joyal and Max Poole

Title of course Individualizing Instruction In the Elementary School

Hrs/Credit 3

Recommended number of course 720

Level of course
Graduate only ☒
Undergraduate--graduate ☐
1. Approval of undergraduate curriculum was granted on ______ (date).
2. Differentiation statement attached? No.

Catalogue description (60 words or less)
Examines ideas and techniques to provide for individual differences in order that learning is continuous and children have opportunities to progress at their own rate of speed. Suggests how the school can be organized on a flexible basis to meet individual needs of children.

Prerequisites El. Ed. 730 or permission of instructor

Scheduling
The course will be initially scheduled in Fall (semester) 1971-72 (year)
Planned frequency of future scheduling (by semester, yearly, summer) regular

Instructor will be Joyal, Poole, Nagel

Purpose of course
Graduate degree programs in which it is to be included MST
Role in graduate degree program (How does this course fit the purpose, pattern of graduate offerings, the department or area?) Specialization for instructional leadership in multiunit schools and/or IGE schools

Area degree requirements (This course fulfills graduate degree requirement in following areas)
Specialization ☒
Professional Education ☐
Liberal Arts Foundations ☐

Assignment sources
Text (complete reference; for example author, title, publisher, and place) Please see attached list

Other required reading (complete references for supplementary texts or description of library assignments) ______

Assignments (continued)

Other recommended reading: Please see attached list

Other assigned projects (lab papers, reports on reading, or practicum): Students will pursue one curricular area in depth and develop a plan for implementation for individualizing instruction in their own school.

Estimated total cost of text and material purchase for student: $12.50

References

Are current library resources capable of supporting this course? Yes

If yes, how was this ascertained? Holdings have been surveyed

If not, approximately how much money will be needed to provide the necessary support? $

Arrangements for these funds have been made with reference to:

1. Departmental library budget ☐
2. Graduate library budget ☐
3. General library budget ☐
4. Other ______ ☐ Explain:

These additional library resources are expected to be available by (date)

Facilities and equipment

Briefly describe other facilities and equipment needs of the course and their adequacies to support the course.

Rental of films $50

Student evaluation

Briefly describe evaluation of student performance which will be used as basis for grading (number of exams, etc.)

Final exam and individual projects

Content of course

Attach a summary or outline of the content of the course. A syllabus prepared for students will suffice. Include any bibliographies or reference lists which will be given to students.

Attachments

Differentiation (if course is graduate-undergraduate)
Outline of summary of content

Course Outline

1. Impetus for change
2. Setting the stage for effective learning through individualization
3. Examination of Individually Guided Education (I.G.E.) projects
4. Using observation and test results to ascertain instructional levels
5. Recognizing and encouraging creativity
6. Meeting individual and group needs in content areas
7. Criteria for evaluating effective instructional programs.

Bibliography

Required:

Freedom to Learn, by Carl R. Rogers, Charles E. Merrill Publishing Company, Columbus, Ohio.

Individualizing Instruction in the Elementary School by George I. Thomas and Joseph Crescimbeni, Random House, New York.

Supplementary:

Continuous-Progress Education, A Practical Approach by Maurie Hillson and Joseph Bongo, Science Research Associates, Inc., College Division, 165 University Avenue, Palo Alto, California 94301

Working with Individualized Instruction, the Duluth Experience by Thorwald Esbensen, Fearon Publishers, Palo Alto, California.

School, Curriculum, and the Individual, by John I. Goodlad, Blaisdell Publishing Company, Waltham, Massachusetts.

The Nongraded School, A reprint of articles from the November 1967 and January 1968 issues of the National Elementary Principal, National Association of Elementary School Principals.

Individualization of Instruction, A Teaching Strategy by Virgil M. Howes, The Macmillan Company, Collier-Macmillan Limited, London.

Individualizing Instruction in Reading and Social Studies, Selected Readings on Programs and Practices by Virgil M. Howes, The Macmillan Company, Collier-Macmillan Limited, London.

SCHOOL OF GRADUATE STUDIES
Official Course Syllabus

Date April 16, 1971
(New X)
(revision)

Department Elementary Education

Course no. (assigned by Registrar after approval)

Prepared by Poole and Joyal

Title of course The Teacher and Differentiated Staffing

Hrs/Credit 3

Recommended number of course 752

Level of course
Graduate only ☒
Undergraduate-Graduate ☐
1. Approval of undergraduate curriculum was granted on ______ (date).
2. Differentiation statement attached? No.

Catalogue description (60 words or less)

Designed for teachers interested in instructional leadership positions. It concerns differentiated staffing -- what it is; how it operates; its significance for education. Emphasizes the complimentary nature of the roles played by teachers, administrators, interns, paraprofessionals, and other school district personnel. The emerging triad of federal, state, and local cooperation is examined in depth. Prerequisites: El Ed 370 or permission of instructor. 3 credits.

Prerequisites: El Ed 730 or consent of instructor.

Scheduling
The course will be initially scheduled in First (semester) 1971-72 (year)
Planned frequency of future scheduling (by semester, yearly, summer) always available
Instructor will be Joyal, Poole, Nagel

Purpose of Course
Graduate degree programs in which it is to be included MST
Role in graduate degree program (How does this course fit the purpose, pattern of graduate offerings, the department or area?) specialization for instructional leadership in multiunit elementary schools and/or IGE schools

Area degree requirements (This course fulfills graduate degree requirement in following)
Specialization ☒
Professional Education ☐
Liberal Arts Foundations ☐

Assignment sources
Text (complete reference; for example, author, title publisher, and place)
Other required reading (complete references for supplementary texts or description of library assignments)

1. Hudgins
2. Manning
3. Klausmeier
4. Association of Classroom Teachers
5. National Commission on TEPS
(Please see attached list)

Assignments (continued)

Other recommended reading: Please see attached list

Other assigned projects (lab, papers, reports on reading, or practicum): Develop a differentiated staffing plan for their school

Estimated total cost of text and material purchase for student: $ 13-15

References

Are current library resources capable of supporting this course? No

If yes, how was this ascertained?

If not, approximately how much money will be needed to provide the necessary support? $50

Arrangements for these funds have been made with reference to:

1. Departmental library budget
2. Graduate library budget X
3. General library budget
4. Other Explain:

These additional library resources are expected to be available by (date)
September, 1971

Facilities and equipment

Briefly describe other facilities and equipment needs of the course and their adequacies to support the course.
Film rental $25

Student evaluation

Briefly describe evaluation of student performance which will be used as basis for grading (number of exams, etc.)
Final exam and project described above

Content of course

Attach a summary or outline of the content of the course. A syllabus prepared for students will suffice. Include any bibliographies or reference lists which will be given to students.

Attachments

Differentiation (if course is graduate-undergraduate)
Outline or summary of content

Course Outline:

1. What is differentiated staffing?
2. Differentiated teaching assignments
3. Advantages and drawbacks of differentiated teaching assignments
4. Initiating and staffing pattern based on differentiated teaching assigenemnts
5. Educating staff members to assume a role in differentiated teaching assignments
6. The importance of fostering teamwork and solidarity among teachers functioning in differentiated teaching assignemtns

Bibliography

Required Reading:

Classroom Teachers Speak on Differentiated Teaching Assignments, Association of Classroom Teachers, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation, by Herbert J. Klausmeier, Wisconsin Department of Public Instruction, Madison, Wisconsin.

The Instructional Process, by Bryce B. Hudgins, Rand McNally & Company, Chicago, Illinois.

The Teacher and His Staff: Differentiating Teaching Roles, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

Toward a Humanistic Curriculum, By Duane Manning, Harper & Row Publishers, New York, New York.

Recommended Reading:

"Special Journal Feature on Differentiated Staffing," *Today's Education*, Journal of the National Education Association, March 1969, pp. 53-62.

A Differentiated Staff: Putting Teacher Talent to Work by Dwight W. Allen. Occasional Papers no. 1, published by the National Commission on Teacher Education and Professional Standards, NEA, 1967. 12 pp. Single copy free.

"The Differentiated Staff: and "Training in a Differentiated Staff" by Kevin A. Ryan, pp. 9-11 of *A Plan for a New Type of Professional Training for a New Type of Teaching Staff*, Occasional Papers No. 2, published by the National Commission on Teacher Education and Professional Standards, NEA, 1968. Single copy free.

"Implications of Differential Utilization of Personnel for Preparation Program" by Roy A. Edelfelt, pp. 79-83 of *Teacher Education Issues and Innovation*, published by the American Association of Colleges for Teacher Education, 1968. $5.

"Differentiated What?" by Ralph P. Joy. Summary of addresses given at the national conference of the National Commission on Teacher Education and Professional Standards, NEA, June 1968. Houston, Texas. Copies of summary available from ACT. Supply limited.

SCHOOL OF GRADUATE STUDIES
Official Course Syllabus

Date April 16, 1971
(new X)
(revision)

Department Elementary Education

Course no. (assigned by Registrar after approval) ______

Prepared by Poole and Joyal

Title of course Leadership Practicum in Elementary Schools

Hrs/Credit 6

Recommended Number of course 757

Level of course

Graduate only ☒

Undergraduate-Graduate ☐

1. Approval of undergraduate curriculum was granted on ______ (date).
2. Differentiation statement attached? No.

Catalogue description (60 words or less)

Provides opportunities for participant to exercise leadership skills in organizing and developing differentiated staffing patterns. Participants will provide leadership in developing and implementing a program of I.G.E. in a specific curricular area. This experience will be obtained in area public schools which have expressed an interest in such a program but need leadership assistance to implement such staff development. Prerequisites: El ED ___ (Individualizing Instruction in the Elementary School, 3 credits) and El Ed ___ (The Teacher and Differentiated Staffing, 3 credits). 6 credits

Prerequisites

Scheduling

The course will be initially scheduled in Spring (semester) 1971-72 (year)

Planned frequency of future scheduling (by semester, yearly, summer) Spring

Instructor will be Joyal, Poole, Nagel

Purpose of course

Graduate degree programs in which it is to be included MST

Role in graduate degree program (How does this course fit the purpose, pattern of graduate offerings, the department or area?) Specialization for instructional leadership in multiunit elementary schools

Area degree requirements (This course fulfills graduate degree requirement in following areas)
Specialization ☒
Professional Education ☐
Liberal Arts Foundations ☐

Assignment sources

Text (complete reference; for example, author, title, publisher, and place) NONE

Other required reading (complete references for supplementary texts or description of library assignments) NONE

Assignments (continued)

Other recommended reading	As pertinent to needs of project and school district dictate
Other assigned projects (lab, papers, reports on reading, or practicum)	Written summary of participation in multiunit school project including recommendations for continuing development
Estimated total cost of text and material purchase for student	$

References

Are current library resources capable of supporting this course?

If yes, how was this ascertained? To be determined as project evolves. A decision on merits of additional acquisition would be made at that time.

If not, approximately how much money will be needed to provide the necessary support?

Arrangements for these funds have been made with reference to:

1. Departmental library budget ☐
2. Graduate library budget ☒
3. General library budget ☐
4. Other ☐ Explain

These additional library resources are expected to be available by (date)

Facilities and equipment

Briefly describe other facilities and equipment needs of the course and their adequacies to support the course. NONE

Student evaluation

Briefly describe evaluation of student performance which will be used as basis for grading (number of exams, etc.) Project described above plus written recommendations from university supervisor and appropriate multiunit school personnel

Content of course

Attach a summary or outline of the content of the course. A syllabus prepared for students will suffice. Include any bibliographies or reference lists which will be given to students.

Attachments

Differentiation (if course is graduate-undergraduate)
Outline or summary of content

Course Outline

1. Assignment open -- will vary with the situations encountered. Participant may spend time in multiunit schools which are in different stages of development.

2. Participant will receive on-the-job supervision by a member of the Elementary Education Department.

3. Regular seminars will be held on campus for participants and supervisors, and may also include representatives from local schools.

PROGRAM FOR MASTER OF SCIENCE IN TEACHING IN ELEMENTARY EDUCATION

UNIVERSITY OF WISCONSIN-EAU CLAIRE

I. STATEMENT OF PURPOSE

A. The purpose of this program is to further the competencies of individuals who have already met full certification requirements for teaching in the elementary schools. These competencies will be achieved through graduate courses which will provide the student with a greater degree of understanding and skill proficiency in the areas of research, methodology, content, and foundations--based upon contemporary and recommended pedagogy.

B. The MST recipient will be expected to fulfill his role more effectively as a practitioner, and as a result of his competencies he will:

1. Understand the role of the public school in American culture as it is and as it is becoming.
2. Have further arrived at a set of basic notions pertinent to learning and to human growth.
3. Identify, understand, and accept individual differences among pupils and can plan an individually guided program based upon the concept of individual differences.
4. Organize his classroom, utilize control techniques, and establish socio-emotional climates which enhance teaching-learning.
5. Understand the values and techniques of planning for teaching.
6. Make effective use of audio-visual and other teaching-learning aids.
7. Exercise skill in measuring, evaluating, recording, and reporting pupil growth and achievement.
8. Understand the relationship of the total curriculum, including "special classes," art, music, and physical education.
9. Know how to use the school and the community as resources for effective teaching-learning.
10. Act as a qualified and effective director of "out-of-class" activities.
11. Understand the role of the educator as a professional person.

II. PREREQUISITES FOR ADMISSION TO THE PROGRAM

A. A bachelor's degree from an institution accredited by the North Central Association of Colleges and Secondary Schools or an equivalent program. He must also be fully certified to teach in the elementary grades. If he has less than the minimum required, the student must take sufficient undergraduate credits to meet the requirement.

B. Admission with full standing requires an overall undergraduate average of at least 2.75, based on a 4.00 scale.

C. Admission with probationary standing is given for an overall undergraduate average of 2.25 to 2.74. Such a student will be required to take his first six semester hours in the area of specialization and to achieve a "B" average.

III. REQUIREMENTS OF THE PROGRAM

A. A minimum of 30 semester hours in graduate courses with an overall grade point average of 3.0 is required.

B. Included in the 30 hours are:

1. 6-9 hours in Liberal Arts Foundations. Such courses must be selected in fields outside the area of specialization.
2. 6-9 hours in Professional Education courses including El Ed 735, Research in Teaching, 2 hours. Other courses may be selected in the Departments of Psychology, Foundations of Education, and Junior-Senior High School Education.
3. 12-18 hours in the Area of Specialization. Required in this category is El Ed 795, Research Paper, 2 hours, or El Ed 799, Thesis, 4 hours.

C. The School of Graduate Studies Bulletin lists three area requirements--Liberal Arts Foundations, Professional Education, and Area of Specialization. Sample programs follow which will assist the student in degree planning. Students are encouraged to confer with advisors to select alternative courses which may be more appropriate to the background and needs of individual students.

Sample programs are offered for consideration as options for students pursuing an MST-Elementary Education degree. The programs include a general program in elementary education and emphases in the areas of mathematics, language arts-reading, science, and Individually Guided Education. Students will select one of the following sample plans in designing their degree program or developing a program around their particular interests.

SAMPLE PROGRAM

Elementary Education--General

(30 hour minimum)

Liberal Arts Foundations:

Electives	6-9 hours

Professional Education:

*El Ed 735 (Research in Teaching--Elementary)	2 hours
Electives chosen from Psychology, Foundations of Education, Special Education, and Junior-Senior High School Education	4-7 hours

Area of Specialization:

El Ed 725 (Curriculum and Instruction in Elementary School Mathematics Education)	3 hours
El Ed 730 (Curriculum in the Elementary School)	3 hours
El Ed 733 (Curriculum and Instruction in Elementary School Science Education)	3 hours
El Ed 740 (Reading in the Elementary School)	3 hours
El Ed 745 (Teaching the Language Arts)	3 hours
*El Ed 795 (Research Paper)	2 hours
or	
El Ed 799 (Thesis)	4 or 6 hours

*Required

SAMPLE PROGRAM

Elementary Education--Emphasis in Mathematics

(30 hour minimum)

Liberal Arts Foundations:

Electives	6-9 hours

Professional Education:

*El Ed 735 (Research in Teaching--Elementary)	2 hours
Electives chosen from Psychology, Foundations of Education, Special Education, and Junior-Senior High School Education	4-7 hours

Area of Specialization:

El Ed 710 (Piagetian Diagnosis and Training Techniques)	1 hour
*El Ed 725 (Curriculum and Instruction in Elementary School Mathematics Education)	3 hours
El Ed 730 (Curriculum in the Elementary School)	3 hours
Math 547 (Mathematical Statistics)	4 hours
or	
Math 748 (Statistical Analysis for Research)	3 hours
Math Elective	3 hours
*El Ed 795 (Research Paper)	2 hours
or	
El Ed 799 (Thesis)	4 or 6 hours

*Required

SAMPLE PROGRAM

Elementary Education--Emphasis in Language Arts-Reading

(30 hour minimum)

Liberal Arts Foundations:

Electives	6-9 hours

Professional Education:

*El Ed 735 (Research in Teaching--Elementary)	2 hours
Electives chosen from Psychology, Foundations of Education, Special Education, and Junior-Senior High School Education	4-7 hours

Area of Specialization:

El Ed 530 (Diagnosis and Remediation of Reading Problems)	3 hours
El Ed 706 (Clinical Practice in Remedial Reading)	3 hours
*El Ed 740 (Reading in the Elementary School)	3 hours
*El Ed 745 (Teaching the Language Arts)	3 hours
*El Ed 795 (Research Paper)	2 hours
or	
El Ed 799 (Thesis)	4 or 6 hours

*Required

SAMPLE PROGRAM

Elementary Education--Emphasis in Science

(30 hour minimum)

Liberal Arts Foundations:

Electives	6-9 hours

Professional Education:

*El Ed 735 (Research in Teaching--Elementary)	2 hours
Electives chosen from Psychology, Foundations of Education, Special Education, and Junior-Senior High School Education	4-7 hours

Area of Specialization:

*El Ed 733	(Curriculum and Instruction in Elementary School Science Education)	3 hours
Biol 532	(Field Botany)	3 hours
Biol 730	(Advanced Ecology)	3 hours
Geog 718	(Earth Science: The Physical World)	3 hours
Phys 710	(The Physical World)	3 hours
*El Ed 795	(Research Paper)	2 hours
or		
El Ed 799	(Thesis)	4 or 6 hours

*Required

SAMPLE PROGRAM

Elementary Education--Emphasis in
Individually Guided Education

(30 hour minimum)

Liberal Arts Foundations:

Electives	6-9 hours

Professional Education:

*El Ed 735 (Research in Teaching--Elementary)	2 hours
Electives chosen from Psychology, Foundations of Education, Special Education, and Junior-Senior High School Education	4-7 hours

Area of Specialization:

*El Ed 720 (Individualizing Instruction in the Elementary School)	3 hours
El Ed 750 (Instructional Leadership)	3 hours
El Ed 752 (The Teacher and Differentiated Staffing)	3 hours
El Ed 757 (Leadership Practicum in Elementary Schools)	3-6 hours
*El Ed 795 (Research Paper)	2 hours
or	
El Ed 799 (Thesis)	4 or 6 hours

*Required

D. At least 15 of the 30 hours must be taken in courses open only to graduate students (courses numbered 700 and above). Half of the credits in the area of specialization must also be taken in 700 and above numbered courses.

E. The candidate must have a minimum total of 42 hours in elementary education courses, including the undergraduate courses.

F. The student must be admitted to candidacy.

G. The student must write either a thesis or research paper.

H. Both oral and written comprehensive examinations must successfully be passed prior to graduation.

IV. PROCEDURES AND CRITERIA

A. Advisor assignment

1. A program advisor will be assigned by the chairman of the department at the time of application for admission.
2. The function of the program advisor is to assist the student in developing a program of study which will meet the student's needs and requirements of the program.
3. As the course of study is pursued, a change of advisor may be necessary so that the student can be advised by a specialist in an area of emphasis who will conduct the thesis or research paper. Such a change may be recommended to the Dean of the School of Graduate Studies by the chairman at the request of the student or at the option of the Graduate Faculty, Department of Elementary Education.
4. For students writing a thesis, a Thesis Committee will be established consisting of the thesis advisor, who will be primarily responsible for the approval of the thesis problem and its overall direction, and two other members of the Department of Elementary Education, who will serve as second and third readers.
5. For students writing a research paper, a research paper advisor will be appointed in the area of emphasis when appropriate.

B. Admission to candidacy

Each student must file an application for admission to candidacy for the degree with the Dean of the School of Graduate Studies, after completing eight hours and before he enrolls in his fifteenth hour of graduate work. The determination of admission to candidacy will be made by the Graduate Faculty of the Department of Elementary Education on the basis of scholarship, adequate scores in the Graduate Record Examination Aptitude Section, the recommendation of at least one graduate faculty member in the area of specialization besides the advisor, and other more subjective criteria.

C. Thesis or research paper

1. The student may write a thesis for 4 or 6 hours of credit or a research paper for 2 hours of credit. The thesis problem must be approved by the thesis advisor. The thesis itself must be read and approved by the student's Thesis Committee.

2. A thesis should be a study of a problem in elementary education which meets the following criteria:

    a. It should be on some topic which is timely and significant.

    b. It should present some new evidence or new interpretation and not simply reflect a chronicling or summary of previously published work.

    c. It should utilize primary and secondary sources.

    d. It should have a unifying theme or thesis which offers direction and the possibility of specific conclusions.

3. The research paper should be a problem or topic in elementary education which meets the following criteria:

    a. It should be directly concerned with the student's area of emphasis and/or his role as a practitioner.

    b. It should evidence student exploration of primary sources. Secondary sources may be included.

    c. It may parallel the typical research paper which has a unifying theme and which offers direction and the possibility of specific conclusions; or, it may be in the form of a project which is innovative, historical, accumulative, description, or directive, or otherwise broadly interprets and reports research.

    d. It should be a project which the student and the advisor perceive as particularly applicable to the needs of the individual student and/or his school district and one which is scholarly in approach.

e. It should take on some particular structural character as: (1) a resource unit; (2) a curriculum design; (3) an experimental model; (4) a media production; (5) a resource kit; (6) evaluation instrument; or (7) demonstration of instructional method. Such a project must be accompanied by a written description which delineates the rationale, intent, review of related literature, and possible applications of the study. At least one complete copy of the total product must be submitted to the Dean of the School of Graduate Studies.

f. Both the thesis and the typical research paper in elementary education should follow the writing and form in William C. Campbell, Form and Style in Thesis Writing, or the Publication Manual of the American Psychological Association. The topic, the length, and the determination of suitability will be mutually agreed upon between the student and his research paper or thesis advisor.

D. Examination system

1. Written comprehensive examination

a. The chairman of the Department will be responsible for gathering questions for the written comprehensive examination. Questions for the examination will be prepared by the Graduate Faculty of the Department; and, in addition, questions may be requested from graduate faculty members who teach courses outside of the Department of Elementary Education. If the student selects an area of emphasis within the area of specialization, it is expected that the major portion of the written comprehensive examination will reflect this dimension.

b. The examination will be scheduled once each term. Students should file to take the examination in the office of the School of Graduate Studies during the first week of the term in which they expect to take the examination.

c. Students who apply to take written comprehensives should notify their advisor and should expect the advisors to brief them on the nature and type of questions on the examination.

d. The examination will be administered by the Graduate School. Questions will be evaluated by the professors who prepared them and/or graduate faculty appointed by the chairman. At least two faculty members will evaluate each question. The chairman will collect the evaluations and determine the results of each student's examination in cooperation with the student's program advisor. Students will be notified of the results of the examination at the earliest date by the Dean of the School of Graduate Studies. If a student fails an examination, he may apply to retake the examination at a subsequent time. Should a student fail the examination on his first attempt, he should request his program advisor to go over the examination with him in an effort to point out deficiencies and to receive suggestions for preparing for a second attempt. No student may take the written comprehensive examination more than twice.

2. Oral examinations

   a. For those writing a thesis and who have passed their written comprehensives, an Oral Examination Committee of at least three members of the Graduate Faculty will be established. This committee will consist of:

      (1) The student's Thesis Committee, with the thesis advisor serving as chairman.

      (2) A member of the graduate faculty outside the student's area of specialization. The student is encouraged to select this member and personally request him to serve on the committee.

      (3) The program advisor (if not already a member of the Thesis Committee).

   b. For those students presenting a research paper and who have passed their written comprehensives, an Oral Examination Committee of at least three members of the Graduate Faculty will be established. This committee will consist of:

      (1) The student's research paper advisor, serving as chairman.

      (2) The program advisor, if different from the research paper advisor.

      (3) A member of the graduate faculty in the student's area of specialization.

      (4) A member of the graduate faculty outside the student's area of specialization whom the student should recommend and personally request to serve on the committee.

c. Examinations will center primarily on the research paper, permitting the student to present his project, explore its implications, and otherwise demonstrate its application to his use as a practitioner.

d. Notices will be forwarded to members of the graduate faculty within the area of specialization who might wish to attend the oral examination.

E. Responsibility for strict compliance with all requirements of the MST in Elementary Education rests with the student. He must keep in close communication with both his major advisor and the School of Graduate Studies, establishing dates for such things as admission, registration, GRE examinations, application for admission to candidacy, written comprehensive examinations, thesis or research paper, oral examinations, and application for graduation.

V. FACULTY COMPETENCY

A highly qualified staff with diverse specialization and experiential background is necessary to support an excellent graduate program in the Department of Elementary Education. Such faculty will be recruited and maintained as to assure specialization in the areas of Reading, Language Arts, Music, Mathematics, Social Studies, Science, Evaluation, and Research. Earned doctorates, with acceptable experience in areas of specialization, is requisite for the graduate program. Exceptions may be made only when faculty members have demonstrated outstanding expertise in an area of emphasis and when his progress toward a doctorate permit the School of Graduate Studies to approve limited advisement or teaching responsibility.

VI. LIBRARY FACILITIES

Library holdings to support an MST in Elementary Education are considered to be very adequate at the University of Wisconsin-Eau Claire. Graduate Faculty in the Elementary Education Department and in the School of Education regularly request new materials to add to the library collection.

cg

10/25/71

Approved by the Department of Elementary Education, 9/16/71
Approved by the Graduate Council, 10/12/71

APPENDIX E

UNIVERSITY OF WISCONSIN-EAU CLAIRE

CONSORTIUM PROJECT

IGE/MUS-E RELATED EXPERIENCES FOR THE MASTER OF SCIENCE IN TEACHING-ELEMENTARY-IGE EMPHASIS

The following list of behavioral objectives is being developed during the fall semester 1971 as a base for the IGE/MUS-E content, experiences and evaluation for the new masters program with an IGE Emphasis. This list is tentative and subject to revision. The courses where the experience is included is listed to the right of the objective. Those experiences designated by course number 757 will be included in the practicum during the spring semester, 1972.

A. Leadership Skills	Relevant Course or Experience
The student will demonstrate basic leadership skills by:	
1. leading groups of students of different sizes	752
a. small group (3-16 persons)	757
b. medium size group (16-30)	
c. large group (more than 30 persons)	
2. acting as a specialist in an area as inservice evaluation, curriculum in a school setting	752 757
3. being able to contribute to the development of a resource file in a selected curriculum or aesthetic area.	757
4. being able to identify sources of materials and/or ideas relevant to IGE and share these ideas with a group.	752 757
5. being able to demonstrate the ability to work with dissident elements of a Unit in a simulated and actual school setting or situation.	752 757
6. being able to demonstrate by simulation and actual school setting experiences, the ability to communicate verbally and non verbally with a group of peers.	720 752 757
7. being able to recognize, identify and utilize the important skills necessary for two-way communication during a Unit meeting. IIC meeting and classroom interaction with students.	757

Sorenson/Joyal: UW-EC/71

Relevant
Course or Experience

8. being able to recognize opportunities for class members to identify group roles and to identify and be involved in the processes of group problem solving. 720 757

B. Individualized Instructional Programming

The student will be able to:

1. describe in writing, the steps of the instructional programming model (IPM) as presented in Klausmeier et al 752 720
2. illustrate, in writing, the steps of the IPM in relation to a curricular, motivational or or other instructional area. 720 752
3. develop a flexible daily schedule for conducting an IGE program in a curriculum area (i.e. reading, math). 720
4. describe in writing the rationale and procedures for well known individualized learning programs as: 720 757
   a. IPI (Individually Prescribed Instruction)
   b. British Infant School
   c. Open Concept or Open Corridor (Weber, N.Y.)
   d. Esbensen's Duluth Plan
   e. Individually Guided Education (IGE)
5. demonstrate grouping of children for instruction in IGE according to: 720 752
   a. preassessment scores
   b. preassessment scores and differences in learning rate (i.e. some children need only two sessions to master a skill, others need three or four)
6. demonstrate assignment of unit staff to IGE learning groups. 720 752
7. describe the rationale, content and implementation procedure of products developed as prototypes for IGE by the Wisconsin R and D Center as follows: 720 752
   a. Wisconsin Design for Reading Skill Development
      (1) Word Attack Skills (K-3)
      (2) Study Skills (4-6)

Relevant
Course or Experience

7. (continued)

   b. Motivation Packages for (K-6)

      (1) Goal Setting
      (2) Encouraging Outside Reading
      (3) Prosocial Behaviors
      (4) Peer Group Tutoring

   c. DMP Mathematics (K-1)

   d. Environment (4-6)

8. describe the rationale and procedures for curriculum development for an individualized learning program utilizing materials and personnel available in the school, system, region, state. 752

9. have experience working with children in the following group sizes: 757

   a. one-to-one

   b. small group (3-13 children)

   c. medium group (14-20 children)

   d. class-sized group (21-30 children)

   e. large group (over 30 children)

   f. independent study (monitor)

C. Organization and Operations

The student should be able to:

1. describe in writing a model "typical" multiunit school for 600 children including assignment of staff to units 720 752
2. write descriptions for roles in a multiunit school: principal, unit leader, staff teacher, aide.

3. explain in writing the rationale and relationship between an individualized learning program like IGE and a differentiated staffing pattern.

	Relevant Course or Experience
4. describe in writing well-known differentiated staffing patterns and staff allocations as:	752
a. Temple City, California plan	
b. Beaverton, Oregon plan	
c. IGE/MUS-E	
d. Township High School, Evanston, Ill. (Trump model)	
5. describe the philosophy and opinions of well known resource persons in the area of differentiated staffing as:	752
a. Dwight Allen	
b. Fenwick English	
c. Robert Findlay	
d. Edward Pino	
e. J. Lloyd Trump	
6. develop in writing a plan for utilizing aides	752
7. have the opportunity in a school setting to:	720 757
a. observe a unit planning meeting	752
b. participate in a unit planning meeting	
c. assume some responsibility for a unit planning meeting	
d. act as a resource person in the unit in a subject matter, aesthetic or other area	
e. observe an Instructional Improvement Committee (IIC) meeting	
f. participate in an IIC meeting	
g. observe a Systemwide Policy Committee (SPC) meeting	

	Relevant Course or experience
D. Evaluation	
These experiences are provided in a separate course.	Evaluation Course
The student should be able to:	
1. define and select examples of	
a. criterion-referenced tests	
b. normative tests	
c. behavioral objectives	
2. develop a criterion-referenced cognitive test including:	Evaluation Course
a. a table of specifications	
b. item analyses (hand or computer) in terms of:	
(1) reliability	
(2) difficulty	
(3) discrimination	
c. interpretation of data	
d. evaluation in terms of meeting objectives	
3. develop an affective measuring instrument including:	Evaluation Course
a. a table of specifications	
b. arrangement of data for analyses	
c. interpretation of data	
d. determination of whether or not the the instrument met its intended objectives	

	Relevant Course or Experience
4. illustrate competency in basis statistics in terms of:	Evaluation Course
a. definition, calculation and utilization of the following:	
(1) mean	
(2) median	
(3) mode	
(4) variance	
(5) standard deviation	
(6) correlation coefficient	
(7) normal curve	
(8) rank order	
5. score, transfer and process data for efficient utilization in IGE programs.	Evaluation Course
E. Staff Development	
The student will be able to:	
1. develop an inservice model for implementing IGE in a school with 25 staff members and 600 children. Include plans for a 5-day inservice for the staff before implementation and for developing a program of IGE in one curricular area. Utilize R and D and Vimcet materials.	752 757
2. develop a model for an inservice training program for aides and volunteers in an individualized learning program as IGE	752
3. demonstrate competence as a resource person for various problems identified by IGE/MUS-E staff teachers.	720 752

F. Home-School-Community Relations

The student will be able to:

	Relevant Course or Experience
1. develop a plan for interpreting IGE to parents, children, community.	720 752
2. develop in writing materials for reporting to parents about:	720 752
(1) child's progress in an IGE/MUS-E program	
(2) information letters	
(3) newsletter	
(4) intention to initiate an IGE/MUS-E program	
(5) other parent-community programs	

APPENDIX F

UNIVERSITY OF WISCONSIN-EAU CLAIRE

CONSORTIUM PROJECT

IGE/MUS—E

Advanced Leadership Training Institute for Unit Leaders

Davies Center
Wisconsin State University
Eau Claire

August 9-13, 1971

AGENDA

ADVANCED LEADERSHIP TRAINING INSTITUTE
FOR UNIT LEADERS

The Davies Center
Wisconsin State University
Eau Claire

August 9-13, 1971

MONDAY, AUGUST 9, 1971

9:00 am Coffee and Registration

TODAY'S CHAIRMAN: Dr. Max Poole

10:00 Greetings
Dr. Max Poole

Introduction and Format for Conference
Lloyd Joyal

10:15 Instructional Programing Model -- Preassessment

11:15 Instructional Programing Model -- Simulation
Phil Bertrand, Chairman
Pat Ness, Eau Claire
Dorothy Johnson, Menomonie
Mike Skamfer, Eau Claire
Ruth Baker, WSU-EC

12:00 Lunch

1:00 pm Setting Objectives and Formation of Permanent Small Groups
Juanita Sorenson, Co-chairman
Phil Bertrand, Co-chairman

Monday

1:45	Participants outline their individu schedules for the week and discuss these schedules in small groups Max Poole, Chairman Juanita Sorenson Lloyd Joyal
2:30	Break
2:45	The Functional Instructional Improvement Committee
3:15	IIC Meeting Lloyd Joyal

TUESDAY, AUGUST 10, 1971

8:30 am	Early Bird Option Center Products

TODAY'S CHAIRMAN: Claude Deck

9:15	Review and Preview
9:30	Group Dynamics Charles Larson
10:45	Break
11:00	1. "Unit Meeting" Phil Bertrand, Chairman 2. Group Dynamics Strategies Charles Larson, Chairman Small Groups Critique Each group elects a unit leader for the following day
12:00	Lunch

Tuesday

1:00 pm	Individual Options Option 1 Instructional Groups Learning Modes, Dick Rasmussen Behavioral Objectives, Max Poole Assessment, Claude Deck Option 2 Independent Study
1:45	Option 1 Shared Problems Option 2 Independent Study
2:30	Break
2:45	Individual Options Instructional Groups Shared Problems Independent Study Contacts and Unipacs, Charles Larson
3:30	IIC Meeting
4:00	Travel Time
4:15	Social Hour/Self-Host/Howard Johnsons

WEDNESDAY, AUGUST 11, 1971

8:30 am	Early Bird Option "Building the Learning Program" "Behavioral Objectives"

TODAY'S CHAIRMAN: Phil Bertrand

9:00	Review and Preview

Wednesday

9:15	Educational and Instructional Objectives Max Poole Small Groups Critique
10:15	Break
10:45	Assessment Procedures Juanita Sorenson Small Groups Critique
12:00	Lunch
1:00 pm	Roles and Operations George Glasrud, Chairman "Organized for Learning" Small Groups Critique Each group elects a unit leader for the following day
1:45	Wisconsin DPI - Role in Implementation and Maintenance Russell Way
2:15	Break
2:30	Individual Options Option 1 Instructional Groups Learning Modes Behavioral Objectives Assessment Option 2 Shared Problems Option 3 Independent Study

Wednesday

3:15	Instructional Groups Independent Study
4:00	IIC Meeting

THURSDAY, AUGUST 12, 1971

8:30 am	Early Bird Option "IGE Planning System"

TODAY'S CHAIRMAN: Russell Way

9:00	Review and Preview
9:15	DPI Curriculum Products Russell Way Small Groups Critique Each group elects a unit leader for the following day
10:00	Shared Problems Independent Study
10:45	Break
11:00	Shared Problems Independent Study
11:45	Lunch
1:00 pm	Option 1 Intermediate Level Bring 'n Brag Option 2 Independent Study
1:45	Improving Instructional Program Juanita Sorenson

Thursday

2:15	Break
2:30	Option 1 Primary Level Bring 'n Brag Option 2 Independent Study
3:30	IIC Meeting

FRIDAY, AUGUST 13, 1971

8:30 am	Early Bird Option "Unit Meeting"

TODAY'S CHAIRMAN: Lloyd Joyal

9:00	Review and Preview
9:15	Staff Development Lloyd Joyal Dick Mesenberg Small Groups Critique
10:15	Break
10:30	Complete staff development plan and work on any other unfinished independent activities
12:00	Post Assessment
12:45	Summary

INSTITUTE STAFF

FOR THE ADVANCED LEADERSHIP TRAINING

INSTITUTE FOR UNIT LEADERS

Dr. Rodney Johnson, Dean, School of Education, WSU-Eau Claire

Dr. Max Poole, Chairman, Department of Elementary Education, WSU-Eau Claire

Mr. Lloyd Joyal, Assistant Professor, Department of Elementary Education, WSU-Eau Claire, Project Director

Dr. Juanita Sorenson, Assistant Professor, Department of Elementary Education, WSU-Eau Claire, Assistant Project Director

Mr. Phillip Bertrand, Unit Leader, Hilltop School, Rice Lake

Dr. Charles Larson, Assistant Professor, Department of Junior-Senior High School Education, WSU-Eau Claire

Dr. Claude C. Deck, Associate Professor, WSU-La Crosse

Dr. Richard Rasmussen, Associate Professor, WSU-La Crosse

Mr. Russell S. Way, Administrator, Research and Development, Wisconsin Department of Public Instruction

Mr. George Glasrud, Field Consultant, Wisconsin Department of Public Instruction

Mr. Richard Mesenberg, State Coordinator, Department of Education, State of Minnesota, St. Paul, Minnesota

SUMMARY SHEET

August 9-13, 1971, WSU-Eau Claire, WI 54701

CONFERENCE ACTIVITY EVALUATION - UNIT LEADERS

Please rate each activity you attended according to the following scale. Please evaluate in terms of the activity, meeting, your needs.

1 = Great Value
2 = Some Value
3 = Little Value
4 = No value

ACTIVITY	RATING				No.
Monday	1	2	3	4	Responding
Presentation - Instruction Programming Model	26	18			44
Presentation - Simulation	19	25			44
Preassessment	26	16	2		44
Setting of your conference objectives	25	17	1		43
Presentation - Functional IIC	26	20			46
IIC Meeting	24	20			44
Monday's program in general	29	16			45
Tuesday					
Early Bird Option - R and D Center Products (video tape)	11	11	14	2	38
Presentation - Group Dynamics - (Larson)	32	10	3		45
Film "Unit Meeting"	20	5	1		26
Group Dynamics - Strategies (small group) (Larson)	26	7	1		34
Instructional Group - Learning Modes (Rasmussen)	11	9	3	3	26
Instructional Group - Behavioral Objectives (Poole)	20	2			22
Instructional Group - Assessment (Deck)	16	8	2	2	28
Shared Problems - Contracts (Joyal)	7	7	2		16
Shared Problems - Planning Time Interaction (Skamfer)(also Wed.)	12	13	5		30
Shared Problems - Social Hour	15	4			19
Independent Study	7	7	2		16
Tuesday's program in general	30	13	1		44

8/12/71 JS & LHJ

ACTIVITY	RATING				No. Responding
Wednesday	1	2	3	4	
Presentation - Educational and instructional objectives	37	2	1		40
Presentation - Assessment Procedures	26	12	2		40
Small Group or Individual - Developing Assessment Instruments	17	8	2		27
Presentation - Roles and Operations	15	13	3		31
Wis. DPI Role in IGE Implementation and Maintenance	12	22	7		41
Shared Problems - Scheduling	13	8	4		25
Shared Problems - Reporting Systems	10	10	2		22
Shared Problems - IMC Materials Utilization	6	7	1		14
Shared Problems - Overcoming Gradelines	16	11	3		30
Independent Study	5	3	1		9
IIC - Meetings	16	24	2		42
Wednesday's program in general	26	16			42
Thursday					
Early Bird Option - "Tuesday"	29	10	2		41
Presentation - DPI Curriculum Products	16	20	4	1	41
Shared Problems - Physical Plant Adaptation	5	6	1		12
Shared Problems - Aides Utilization	9	10	1		20
Shared Problems - Including K-1 in Units	15	3			18
Shared Problems - Selection of Unit Leaders	4				4
Independent Study	15	4			19
Presentation - Improving Instructional Programming	19	5			24
IGE Curricular Development - Reading	11	3	1		15
IGE Curricular Development - Math	19	5	4		28
IGE Curricular Development - Science	4	1	2	2	9
IGE Curricular Development - Social Studies	27	3			30

8/12/71 JS & LHJ

ACTIVITY	RATING 1	2	3	4	No. Responding
Thursday (continued)					
K, 1, 2 Bring and Brag	16	3			19
3, 4 Bring and Brag	9				9
5, 6 Bring and Brag	11	5	1		17
Independent Study	7	2			9
Thursday's program in general	33	10			43
Friday					
Presentation - Staff Development	18	27			45
Developing your own staff development program	26	18			44
Postassessment	21	6			27
Friday's program in general	26	11			37
TOTAL CONFERENCE EVALUATION	28*	9*			37

*20 valued from verbal comments

To assist in the planning of future conferences of this nature, please indicate (✓) your preference in reference to the following areas:

LENGTH OF CONFERENCE

40 5 days - day sessions only

2 5 days - day and evening sessions

1 3 days - day sessions only

4 3 days - day and evening sessions

____ Other: Please explain

ACCOMMODATIONS

18 Conference and accommodations in separate facilities.

15 Conference and accommodations in same facility.

8/12/71 (Mrs. Juanita Sorenson and Mr. Lloyd H. Joval)
Project Directors

IGE/MUS-E

Advanced Leadership Training Institute for Unit Leaders

CONDUCTED BY

WISCONSIN STATE UNIVERSITY
EAU CLAIRE, WISCONSIN

AT THE

EAU CLAIRE COUNTY YOUTH CAMP
FALL CREEK, WISCONSIN

OCTOBER 27-31, 1971

TENTATIVE AGENDA

ADVANCED LEADERSHIP TRAINING INSTITUTE FOR UNIT LEADERS

Eau Claire County Youth Camp
Route 3, Fall Creek, Wisconsin

October 27-31, 1971

WEDNESDAY, OCTOBER 27, 1971

5:00 pm	Coffee and Registration
6:15	Dinner
7:15	Greetings Dr. Max Poole
	Introduction and Format for Conference Lloyd Joyal
7:30	Instructional Programming Model -- Preassessment Juanita Sorenson
8:15	Instructional Programming Model -- Simulation Lowell Jevens, Chairman Lynn Melrose Pat Ness Don Skamfer Gary Bachman Dorothy Johnson

THURSDAY, OCTOBER 28, 1971

8:30 am Early Bird Option: Wisconsin
Design Reading Program
(Slide films)
Helen Wells
Lois Everts

TODAY'S CHAIRMAN: Max Poole

9:15 Review and Preview

9:30 Form Permanent Groups
Set Objectives and Outline Individual
Schedules for the Institute
Juanita Sorenson
Lloyd Joyal

10:30 Break

10:45 Group Dynamics
Charles Larson

12:00 Lunch

1:00 "Unit Meeting"
Rodney Thompson, Chairman
or
Group Dynamics Strategies
Charles Larson, Chairman
Small Groups
Critique

1:45 Individual Options

Instructional Groups
Learning Modes - Richard Rasmussen
Behavioral Objectives - Donald Birr
Assessment - Claude Deck

Independent Study

2:30 Break

Thursday

2:45 The Instructional Improvement Committee and Systemwide Policy Committee
Lloyd Joyal, Chairman
John Vodacek

3:30 IIC Meeting

4:00 Travel Time

4:30 Social Hour/Self-Host/Howard Johnson's Eau Claire

FRIDAY, OCTOBER 29, 1971

8:30 am Early Bird Option
"Tuesday" - Film
Jerry McDermot
Marie Bentz
Beth Mathson

TODAY'S CHAIRMAN: Charles Kofoid

9:15 Review and Preview

9:30 Individual Options

Instructional Groups
- Learning Modes - Margaret Durch
  Suzanne Rosen
- Assessment - Charles Kofoid
  Mary Sherman

Shared Problems

Independent Study

10:00 Educational and Instructional Objectives
Max Poole

Friday

10:30	Break
10:45	Assessment Procedures Donald Hubbard
	Small Groups Critique
12:00	Lunch
1:00 pm	Roles and Operations George Glasrud, Chairman "Organized for Learning" Small Groups Critique
	Each group elects a unit leader for the following day
1:45	Wisconsin DPI - Role in Implementation and Maintenance Russell Way
2:15	Break
2:30	Individual Options
	Shared Problems
	Independent Study
3:15	Instructional Groups Independent Study
4:00	IIC Meeting

SATURDAY, OCTOBER 30, 1971

8:30 am	Early Bird Option Aesthetic Program Russell Way Bill Premeau

Saturday

TODAY'S CHAIRMAN: Russell Way

9:00	Review and Preview
:15	DPI Curriculum Products Russell Way Small Groups Critique Each group elects a unit leader for the following day
10:00	Shared Problems Independent Study
0:45	Break
1:00	Shared Problems Independent Study
1 :45	Lunch
:00 pm	Option 1 Intermediate Level Bring 'n Brag Option 2 Independent Study
:45	R and D Motivational Program Dorothy Frayer
:15	Break
2:30	Option 1 Primary Level Bring 'n Brag Option 2 Independent Study
3:30	IIC Meeting

SUNDAY, OCTOBER 31, 1971

8:30 am Early Bird Option

TODAY'S CHAIRMAN: Lloyd Joyal

9:00	Review and Preview
9:15	Staff Development Theodore Czajkowski Small Groups Critique
10:15	Break
10:30	Complete staff development plan and work on any other unfinished independent activities
12:00	Post Assessment
12:45	Summary
1:00	Lunch

INSTITUTE STAFF FOR THE ADVANCED LEADERSHIP TRAINING INSTITUTE FOR UNIT LEADERS

Dr. Rodney Johnson, Dean, School of Education, WSU-Eau Claire

Dr. Max Poole, Chairman, Department of Elementary Education, WSU-Eau Claire

Mr. Lloyd Joyal, Assistant Professor, Department of Elementary Education, WSU-Eau Claire, Institute Co-Director

Dr. Juanita Sorenson, Assistant Professor, Department of Elementary Education, WSU-Eau Claire, Institute Co-Director

Dr. Donald Birr, Associate Professor
Department of Junior-Senior High School
Education, WSU-Eau Claire

Dr. Dorothy Frayer, Assistant Scientist,
Wisconsin Research and Development Center,
University of Wisconsin-Madison

Dr. Donald Hubbard, Assistant Scientist,
Wisconsin Research and Development Center,
University of Wisconsin-Madison

Dr. Charles Larson, Assistant Professor,
Department of Junior-Senior High School
Education, WSU-Eau Claire

Dr. Claude C. Deck, Professor, School of
Education, WSU-La Crosse

r. Richard Rasmussen, Professor, School
of Education, WSU-La Crosse

r. Russell S. Way, Administrator, Research
and Development, Wisconsin Department of
Public Instruction, Madison

r. George Glasrud, Field Consultant, Wisconsin
Department of Public Instruction, Madison

r. Theodore Czajkowski, Assistant Professor,
Department of Curriculum and Instruction,
University of Wisconsin-Madison

r. Richard Mesenberg, State Coordinator,
Department of Education, State of Minnesota,
t. Paul, Minnesota

r. Gerald McDermot, Principal, Cleveland
lementary and Fahey Elementary Schools,
ond du Lac

r. Charles Kofoid, Assistant Dean, School
f Education, Eastern Illinois University,
harleston

Dr. John Vodacek, Assistant Superintendent, Eau Claire Public Schools

Mr. Lowell Jevens, Unit Leader, Campus School, WSU-Eau Claire

Mrs. Lynn Melrose, Unit Leader, Locust Lane School, Eau Claire

Mrs. Patricia Ness, Unit Leader, Manz School, Eau Claire

Mr. Donald Skamfer, Unit Leader, Locust Lane School, Eau Claire

Mrs. Dorothy Johnson, Unit Leader, North School, Menomonie

RESEARCH AND DEVELOPMENT GRADUATE FELLOWS AT WISCONSIN STATE UNIVERSITY-EAU CLAIRE

Gary Buchmann
Marie Bentz
Margaret Durch
Koji Kato
Beth Mathson
Larry Meyer
Suzanne Rosen
Mary Sherman
Rodney Thompson
Helen Wells

EVALUATION FORM

Advanced Leadership Conference for Unit Leaders

Eau Claire, Wis. - October 27-31, 1971

Please rate each activity you attended according to the following scale. Rate in terms of the activity meeting your needs:

1 = Great Value
2 = Some Value
3 = Little Value

ACTIVITY	RATING IN PERCENT			
	N	1	2	3
Wednesday:				
Preassessment	49	.22	.57	.20
Simulation: Setting Objectives (Panel)	45	.11	.60	.28
Thursday:				
Early Bird: Wis. Design Slide Films	34	.58	.29	.11
Setting Individual Objectives as a "Unit"	44	.29	.59	.11
Group Dynamics (Larson - large group)	43	.27	.51	.20
Star Power (Group Dynamics Game)	29	.48	.37	.13
Scheduling (Mesenberg - small group)	17	.29	.64	.05
Assessment (Kofoid - small group)	20	.55	.45	---
IIC (small group - Jim Claude)	20	.25	.70	.05
IIC Meeting (Joyal)	24	.29	.62	.08
Attitude Adjustment Hour	43	.95	.02	.02
Friday:				
Early Bird: "Tuesday" Film	28	.32	.50	.17
Objectives (Poole - large group)	48	.50	.27	.22
Learning Modes (small group - Durch, Rosen)	13	.46	.23	.30
Assessment (small group - Kofoid, Sherman)	13	.53	.46	---
Scheduling (small group - Bachman)	13	.23	.38	.38
IGE Math (small group - Joyal)	28	.53	.46	---
Wis. Design (small - Barganz, Johnson)	19	.47	.47	.05
Assessment Procedures (Hubbard - large group)	36	.55	.38	.05

10/31/71 JS:LJ

ACTIVITY	RATING IN PERCENT			
	N	1	2	3
Friday: (cont.)				
Roles and Operations (Glasrud - large)	46	.23	.36	.39
Wis. Design (small group - Johnson)	9	.33	.55	.11
IGE Math (Joyal)	11	.45	.54	---
Student Progress Reports/Role Diff. (small - Glasrud)	15	.40	.46	.13
SPC (Jim Claude J. Vodacek) (small)	3	---	1.00	---
Planning a Unit of Study (small - McDermot)	26	.80	.19	---
Wis. Role in Implementation (Russ Way - large)	36	.08	.22	.69
Motivation (large - Frayer)	41	.26	.51	.21
IIC Meeting (Jim Claude)	11	.09	.90	---
Bring and Brag	40	.10	.55	.35
Saturday:				
Aesthetic and DPI Curriculum (Way, Glasrud - large)	37	.08	.43	.48
IGE Science (small - Sorenson)	12	.50	.50	---
Selecting Unit Leaders (McDermot, small)	30	.86	.13	---
Evaluating Indep. Study (Glasrud - small)	14	.64	.28	.07
Planning a Unit (McDermot - small)	20	.95	.05	---
IGE - Social Studies (Poole, small)	19	.68	.31	---
Data Processing (Sorenson, small)	12	.58	.33	.08
Use of Specialists (Kofoid, small)	12	.41	.50	.08
Motivational Tech (Frayer, small)	21	.23	.61	.14
Use of Aides (Glasrud, small)	11	.63	.36	---
IIC Meeting (Joyal, Chair.)	10	.50	.30	.20
Staff Development	44	.45	.40	.13
* Conference as a Whole	44	.59	.31	.09

10/31/71 JS:LJ

APPENDIX G

UNIVERSITY OF WISCONSIN-EAU CLAIRE
CONSORTIUM PROJECT

INTERCULTURAL EDUCATION PROGRAM
AND
WORKSHOP PROPOSAL

SUMMER SESSION, 1972

A cooperative program involving the Department of Elementary Education and the Department of Foundations of Education.

I. The Intercultural Education Program

I.I Goals

- Demonstrable growth in communication skills
- Growth in skills and sensitivity in human relations
- Growth in positive self-concept

I.2 Instruction

- Utilization of techniques and procedures involved in Individually Guided Education (hereafter referred to as IGE)
- Special emphasis in instruction will be given to individual word attack and study skills using the Wisconsin Design for Reading Skill Development.
- Instruction to be carried out by certified teachers in IGE clinical teaching experience under the direction of experienced team leaders
- Content involves cross-cultural enrichment experiences and the Intergroup Relations Curriculum, Lincoln Filene Center, Tufts University

I.3 Organization

- The Intercultural Summer Session is to be housed in the Laboratory School, University of Wisconsin-Eau Claire.
- The school will be organized according to the multiunit design into multiaged grade groups

- The Intercultural Education Program will consist of five weeks of instruction on a half-day basis beginning at 9:00 A. M. and ending at 12:00 Noon each day. Occasionally there will be involvement of students and teachers during afternoons to carry out plans for field trip enrichment.

1.4 Students

- The student body will consist of approximately 40 urban black and Spanish-speaking students, 40 American Indian students and 40 white students; these students will meet the Title I E.S.E.A. selection criteria. To provide for a range in student achievement an additional group of 40 students with a aackground of normal school achievement will be selected and assigned to the miltiage groups; the achievement range thus available will demonstrate the necessity and practicality of IGE in multiage groups.
- Each of the Title I students selected will have specific ra reading disabilities identified and substantiated by school records to which the Intercultural Summer Session will direct instruction. The 40 students of normal achievement will be recruited on the basis of their interest in cross-cultural enrichment.

1.5 Staffing

- The Intercultural Summer Session will consist of:
  - 1 Laboratory School Principal (full time)
  - 2 Unit Leaders (full time)
  - 4 Classroom Teachers (half-time)
  - 1 Librarian (half time)
    Instructional Materials Center Specialist

- The Staff will be representative of minority group culture
- Instruction will be carried out by the Unit Leaders, the Classroom Teachers and the workshop (see below) who are certified teachers.

  They will be developing sensitivity to alienated learners and the utilization of IGE techniques in teaching them in multi-age groups.

1.6 Auxiliary Instructional Services: additional services will be provided to the students and teachers in the Intercultural Education Program by University of Wisconsin-Eau Claire undergraduate students majoring in

- Communication Disorders
- Social Welfare

and by U.W.-E.C. graduate students majoring in

- Reading Disabilities
- School Psychology
- Elementary Education

2. Workshop: Reaching Alienated Learners Through IGE/Multiunit Instruction

2.1 Human Relations Component

- The goals of this component will be to gain an understanding of the diverse ethnic and/or cultural backgrounds of youth who become alienated and to develop a sensitivity to their unique problems and needs.
- The content of this component will focus on the following topics:

  The school: mirror of society

  Intelligence as a Measure of Achievement

Cultural Differences of Social Sub-Groups

Characteristics of the Alienated Learner

Learning Problems: Language Patterns

Reading

Curriculum Provisions

Characteristics of the Successful Teacher of the Alienated

Sensitivity in Human Relations

2.2 IGE/MUS-E Approaches to Instruction of the Alienated Learner

- IGE, the instructional component of the IGE/MUS-E concept and basis for instruction in this workshop, is designed to produce higher educational achievement by providing for differences among students in terms of

  (1) what they learn

  (2) rate of learning and

  (3) Learning style.

Providing for these instructional differences is particularly relevant to the alienated learner since the learning program will be tailored to his individual differences rather than having the learner accommodate to a "standard" which is often the case in a traditional learning program. While this IGE approach to individualization will be used in all instruction, the emphasis in instruction will focus on:

Word attack skills in reading, using the Wisconsin Design for Reading Skill Development materials prepared as prototypes for IGE. The program covers traditional grades K-3, but each child will be placed into the program at his current level of mastery regardless of his age and/or grade.

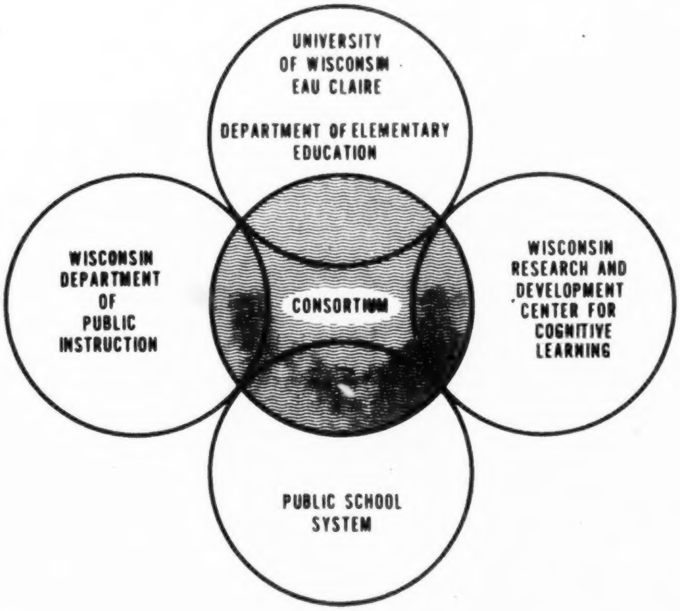
- Motivational procedures to encourage children to
    (1) increase their amount of outside reading and
    (2) set goals in reading activities such as mastery of skills.

Both motivational procedures will be implemented through periodic adult-child conferences as needed.

2.3 Clinical Teaching of Alienated Youth

- Participants in the workshop will be assigned to a classroom within the 1972 Intercultural Education Program. Each classroom team will be provided with student personnel data which will be used in planning appropriate learning experiences to carry out the goals and instructional provisions of the Intercultural Education program.
- The work of the unit instructional teams will be under the leadership of the principal and unit leaders.
- Auxiliary services will be assigned to students as the needs become apparent to instructional teams and as they may be integrated into the on-going work of the classroom group.

FILMED FROM BEST AVAILABLE COPY


UNIVERSITY OF WISCONSIN EAU CLAIRE
DEPARTMENT OF ELEMENTARY EDUCATION
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CONSORTIUM
WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING
PUBLIC SCHOOL SYSTEM

THE ROLE OF THE UNIVERSITY OF WISCONSIN - EAU CLAIRE IN THE CONSORTIUM EFFORT TO IMPLEMENT, MAINTAIN AND INSTITUTIONALIZE INDIVIDUALLY GUIDED EDUCATION AND THE MULTIUNIT ELEMENTARY SCHOOL

REFERENCES

ED 074044

REFERENCES

Individually Guided Education and the Multiunit Elementary School

Elementary Education for the 1970's

Herbert J. Klausmeier, Mary Quilling, Juanita Sorenson,

Russell Way, George Glasrud

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

Experimental Copy

SP 006 243

Experimental materials may not be reproduced without permission of the Wisconsin Research and Development Center for Cognitive Learning.

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Center No. C-03/Contract OE 5-10-154

ACKNOWLEDGMENTS

It is not possible to acknowledge the many individuals who have contributed to the formulation and development of Individually Guided Education in the Multiunit Elementary School. However, the authors would like to recognize the special editorial contributions of Katherine Koritzinsky and Mary Horn and the production contributions of Elaine Fritz.

CONTENTS

1 Individually Guided Education and the Origin and Development of the Multiunit Elementary School 1

2 The IGE System 11

3 Roles and Unit Operations 25

4 Instructional Programing in Reading 45

5 Implementing and Refining IGE 59

6 Self-Evaluation and Related Performance Objectives 77

FIGURES AND TABLES

Figures

1 Instructional Programing Model in IGE 13

2 Organizational Chart of a Multiunit School of 600 Students 15

3 Individual Card for Card-Sorting Scheme 51

4 An Example of Ad Hoc Grouping Within an Objective Based Group 56

5 Wisconsin Model Steps for Installation of IGE/MUS-E Program 62

6 Multiunit Elementary School Activities--Installation and Maintenance 64

7 Academic-Year Program for Unit Leaders 70

Table

1 Skill Areas and Traditional Grade Equivalents Included in the Wisconsin Design 47

CHAPTER 1

INDIVIDUALLY GUIDED EDUCATION AND THE ORIGIN AND DEVELOPMENT OF THE MULTIUNIT ELEMENTARY SCHOOL

Origin

Projections of Desired Conditions

Results of the Formative Evaluation, 1966-1970

    Feasibility

    Attaining Organizational Objectives

    Student Attainment for Instructional Objectives

Cost Information

During the period 1965-71 the Wisconsin Research and Development Center for Cognitive Learning (R & D Center) and cooperating educational agencies have developed a system of individually guided education (IGE) at the elementary school level through the systematic application of research and development strategies to the improvement of educational practices.[1] The IGE system has seven components, one of which is the organizational-administrative component, called the multiunit elementary school (MUS-E). This total system of elementary education is the first realistic alternative in this century to age-graded, self-contained elementary schools and related instructional practices. The Department of Public Instruction of Wisconsin selected the multiunit school for statewide demonstration and installation in the 1968-69 school year. The Department of Health, Education, and Welfare and the Office of Education selected the multiunit school for nationwide installation, starting in the 1971-72 school year.

IGE is a more comprehensive design than individualized instruction when individualized instruction is viewed as a student learning through direct interaction with instructional materials or equipment with little or no assistance from a teacher. Some educational objectives can be attained by some students under certain conditions through the use of computer-assisted instruction, programed instructional packages and sets of curriculum materials as usually organized in a school setting.[2] However, it is also clear that many younger children who do not read well and who have not yet acquired a store of fundamental concepts need the personal stimulation and guidance of skillful teachers in most curriculum areas.[3] Thus it appears appropriate to take a broad view of education and instruction in which self-instructional materials and procedures are viewed as but one element of instructional programing for the individual. In turn, instructional programing is but one component of IGE carried out by the staff of a school building.

---

[1] It is not possible to acknowledge the many individual contributors to IGE. However, in addition to the Center staff, the cooperating educational agencies in Wisconsin are the local school systems of Janesville, Madison, Manitowoc, and Racine, and the Department of Public Instruction. /I/D/E/A/, an affiliate of the Kettering Foundation, has also been working on the IGE design and some of the components.

[2] Several experimental programs are described in R. C. Atkinson and H. A. Wilson (Eds.), *Computer-Assisted Instruction: A Book of Readings*. New York: Academic Press, 1969; and R. W. Tyler (Ed.), *Educational Evaluation: New Roles, New Means*. 68th Yearbook, Part II, National Society for the Study of Education. Chicago: University of Chicago Press, 1969.

[3] Contributions of the teacher to instruction are clarified in E. A. Schwenn, J. S. Sorenson, and J. Bavry, *The Effect of Individual Adult-Child Conferences on the Independent Reading of Elementary School Children*. Technical Report No. 125. Madison, Wis.: Wisconsin R & D Center for Cognitive Learning, 1970; and J. L. Wardrop, W. L. Goodwin, H. J. Klausmeier, R. M. Olton, Martin V. Covington, R. S. Crutchfield, and T. Ronda, "The Development of Productive Thinking Skills in Fifth-Grade Children," *Journal of Experimental Education*, 1969, 37, 67-77.

ORIGIN

Since the establishment of the R & D Center in 1964, its staff has worked closely with the staffs of local school systems and other educational agencies in developing structures, procedures, and environments that help the staffs of individual elementary school buildings plan and carry out effective instructional programing for individual students. This research and development effort began as a response to the problems, traditions, and constraints which beset conventional schools.

It was soon discovered that various aspects of elementary schooling hampered school personnel and Center staff in their cooperative efforts to improve children's educational opportunities. The usual elementary school had a building principal and a number of certified teachers, each equally responsible for the instruction of about thirty children and each involved with pupils throughout most of the instructional day. The entire staff spent most of its energy and time in keeping school going, and devoted scarcely any effort to curriculum improvement or to the related research and development activities that are essential to continuous improvement of educational practice.

The limitations of the environment for designing and implementing an excellent instructional program for each student became evident. First, time was not available during the regular school day to engage in building-wide instructional improvement efforts. A second limitation was that the teaching staff, because of identical work loads, was unable to carry out expanding responsibilities that took into account differences in their interests, experience, and capabilities. Third, no arrangements had been worked out to enable the principal and teachers of a building to plan, carry out, and evaluate an educational program which takes into account both the characteristics of the neighborhood and the requirements of the local school system or the state.

Although many elementary school people in 1964-65 were sincerely interested in developing an excellent instructional program for each child, their efforts were impeded by the age-graded system of elementary education, which had not changed much since 1850. Administrators and teachers from school systems working with the R & D Center staff attempted to develop a more effective system of elementary education, starting with the organization for instruction and related administrative arrangements.[4] From the outset, the design emphasized the attainment of previously listed objectives of IGE and the facilitation of research and development in school settings.

---

[4] H. J. Klausmeier, R. Morrow, and J. E. Walter, *Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation*. Madison, Wis.: Wisconsin Department of Public Instruction 1968; and R. Morrow, J. Sorenson, and G. Glasrud, *Evaluation Procedures for Use with the Multiunit Elementary School Personnel*. Working Paper No. 21. Madison, Wis.: Wisconsin R & D Center for Cognitive Learning, 1969.

PROJECTIONS OF DESIRED CONDITIONS

Schools attempt to create certain conditions as they change from the traditional system of age-graded, self-contained classrooms to the IGE system. Eight general conditions are stated and described in some detail. As you read and study them, try to visualize their implications--first, for your career in education, and second for their effect on increasing educational opportunities for elementary school children.

Attention is focused on the individual learner as a person with unique characteristics, concerns, and motivations. Focusing attention on the individual learner is accomplished through the operations which are part of the model of instructional programing for the individual student:

> Assessing the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, and work samples.
>
> Setting specific instructional objectives for each child to attain over a short period of time.
>
> Planning and implementing an instructional program suitable for each child by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials and direct experiencing of phenomena, (d) the use of space and equipment (media) and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
>
> Assessing each student for attainment of initial objectives and for setting the next set of instructional objectives.

Curriculum materials are selected to accommodate varying learning styles. A large variety of printed and audiovisual material related to the various curriculum areas are adopted system-wide. From this system-wide adoption, the building staff selects the materials and equipment appropriate for each student. Most of the material is kept within each attendance center and is readily accessible to the children and staff. From a central office location, additional material is distributed. Teachers and central office personnel are given time and encouragement to develop and refine instructional materials.

Materials and equipment are selected so that the same concepts may be introduced to a larger group through a sound motion picture, extended in a smaller group with the use of slide films and discussion, or formed independently through the use of printed and audiovisual materials. Through various combinations of materials, sizes of groups, use of time, and teacher and student activities, differences among students in learning style and rate of learning are provided for.

The basic instructional and administrative units are small enough to allow every person to be known and treated as an individual and large enough to permit role differentiation and complementarity of contributions. Initiative and responsibility for developing and implementing an instructional program for each child are assumed by the staff of the instructional and research (I & R) unit; secondary responsibility rests with other building and central office personnel. The nongraded I & R unit replaces age-graded self-contained classrooms. Each I & R unit is comprised of 75 to 150 children, a unit leader or lead teacher, other certified staff teachers, a first-year teacher or resident, and some combination of teaching intern and aides. In each unit, children vary three or four years in chronological age.

Initiative for developing and implementing the educational program of the building is assumed by a permanent Instructional Improvement Committee (IIC) comprised of the unit leaders and building principal. Relevant central office personnel, staff teachers, and other building personnel provide information and consultation to the IIC.

Initiative for developing and implementing system-wide policies for the multiunit schools is assumed by a permanent System-Wide Policy Committee (SPC) comprised of representatives of the central staff who have the relevant specialized knowledge and decisions-making responsibilities, plus representative unit leaders, principals, and teachers. Other personnel from IICs and I & R units provide information to the SPC.

Leadership in planning and implementing the educational program of the building is the principal's first responsibility. Each teacher has an interest and competence in at least one broad curriculum field. The lead teacher is additionally competent in small group techniques and in another area such as assessment and evaluation, learning, or child development. A full-time intern performs professional teaching at a beginning level. Routine instructional and clerical activities are performed by the aides; they also work with individual students and small groups under the supervision of a teacher. Teachers should be certified at four levels--career professional, staff, resident as a replacement for first year, and teaching intern as a replacement for the current student teacher.

Central office and other resource personnel systematically work with the IIC during schools hours to interpret and implement system-wide policies and to plan the educational program of the building, staff development, research, and other programs. Central office staff, especially the curriculum consultants, also work during school hours with the I & R units in designing instructional programs.

There is a good reconciliation of the values of autonomy and accountability, small group responsibility and intergroup coordination. The IIC takes primary initiative for the decisions about all the components of the educational program of the building. The building prinicipal is the primary communication link between the IIC and the central office and SPC. The building principal is responsible to the chief school officer for the formulation and administration of the building's educational program.

Each I & R unit takes primary initiative for the decisions about the instructional programs for the children of the unit. The unit leaders are the communication links between the IIC and the unit staff. Each unit leader is responsible to the building principal for the educational progress of the children of the unit.

Each staff teacher or group of staff teachers takes primary initiative for daily decision-making about and with individual children. Each staff teacher is responsible to the unit leader for the educational progress of certain children in certain curriculum areas, skills, etc.. Through effective goal-setting procedures, each child assumes increasing responsibility for attaining his goals.

Teachers and other educational personnel are helped to employ problem-solving processes to identify and satisfy the educational needs of the individuals--both in the student body and on the staff. Each IIC and I & R unit develops and implements the instructional procedures and conditions that are essential for meeting the needs of the children. They may adopt commercially produced and other programs developed by non-profit agencies. Shorter instructional sequences may be developed by the staff itself. Any program or procedure is evaluated by the staff. Central office and other consultants serve as problem-solving consultants at IIC and I & R unit meetings.

Practical ongoing research involving assessment and evaluation is carried out in connection with instruction. Other research may be initiated and carried out by the staff of the school and central office. Many schools cooperate in research and development activities formulated by other agencies. In general, the outside agency consults with the building staff on all elements of the research and analysis, writing a report, and presenting an oral report to the school.

The educational program takes home and neighborhood conditions into account. Major attention is given to home and neighborhood characteristics in connection with the learning styles, behavior patterns, and other characteristics of each student. Parents are brought into the IIC meetings and into unit meetings to convey values, information, and feelings, and to discuss educational and instructional programs. The paraprofessionals are drawn from the neighborhood. A systematic program of parent-school, teacher-home visits is developed by unit leaders and teachers. The teacher, parent, and child are involved in reporting practices.

The school building is constructed or remodeled to facilitate IGE practices. Pods of varying shapes and sizes in recently constructed buildings accommodate 75 to 150 children and permit one-to-one, small group, class size, and total unit activities. Older buildings are remodeled so that there is one large central IMC that accommodates up to 90 intermediate-age children and another that accommodates at least 60 primary-age children in a school of about 600 enrollment. Audio-visual materials and equipment, and other instructional aides, are available in the IMC. Noisy and vigorous activities, such as music and physical education, are conducted in a large flexible space.

Maximum flexibility and an environment conducive to many types of learning activities are encouraged through space utilization. Audio-visual equipment is available to present information and also for the students and teachers to obtain information. The use of various instructional materials and equipment is coordinated by multimedia centers and language laboratories.

Provisions for staff development are an essential part of the approach. The Wisconsin R & D Center, the Department of Public Instruction of Wisconsin, and various teacher education institutions have organized a sequential staff development program as follows:

a one-day workshop for chief school officers

a three-day workshop for the prospective building principal and unit leaders of the various MUS-Es

a one-week workshop for the entire staff of each MUS-E prior to the opening of the MUS-E in the fall, or this may be spread out during a semester prior to starting an MUS-E.

four half-day workshops for the entire staff of each building during the first year

a one-week institute for central office consultants in the curriculum area which will be given most attention during the first year

Here the local school supplies the time and travel expenses of its personnel and the state educational agency provides its staff to lead all the workshops except the one-week workshop prior to the opening of the school year which is led by the local school staff. This program has been in operation in Wisconsin since 1968-69.

In addition, one or more teacher-education institutions in each state that supply teaching interns to MUS-Es provide their staff and facilities to offer one-week workshops for school personnel who have one or more semesters of experience in MUS-Es. One or more teacher education institutions in each state organize and offer graduate programs for prospective MUS-E building principals, unit leaders, and staff teachers in the various curriculum areas. Staff development funds from federal and state sources should be used to assist the teacher education institutions in getting these one-week and on-campus graduate programs started. One-week institutes and graduate programs were started with a minimum level of federal and state support in Wisconsin in 1970-71.

RESULTS OF THE FORMATIVE EVALUATION, 1966-1970

The inservice and on-campus staff development programs for IGE/MUS-E personnel are still being refined; therefore the evaluation has been conducted while personnel were learning their new or changing roles. The various elements of MUS-E are also still being refined. Despite these limitations, a massive amount of information has been collected and reported each year. A summary of this information follows.

Feasibility

Performance objectives by which information gathered can be related when making judgments about the feasibility of the MUS-E have been developed and are given in chapter 6. These objectives imply that the MUS-E should be sound in conception, practical in terms of anticipated benefits in relation to money and time expended, and adaptable to conditions in a variety of local school settings.

The feasibility of MUS-Es as an alternative to age-graded self-contained classrooms is partly validated by the growth of MUS-Es. The number of MUS-Es has more than doubled each successive school year, starting with 1967-68 and extending through 1970-71. In 1967-68 there were 9 MUS-Es in Wisconsin and in 1970-71 there were 99. In 1968-69 the first 3 MUS-Es started in Ohio and Pennsylvania and in 1970-71 there were 65 MUS-Es in seven states besides Wisconsin. The extension to other states was accomplished with only minimum consulting help, primarily from experienced school personnel of Wisconsin and R & D Center staff members.

Attaining Organizational Objectives

The Center for Advanced Study of Educational Administration at the University of Oregon started a longitudinal study in 1967-68 in which data were collected in an MUS-E and a control school in each of three Wisconsin school districts. The results which follow, therefore, indicate comparisons between well-established control schools and first-year MUS-Es:[5]

---

[5] For a more comprehensive discussion, see Roland J. Pellegrin, *Some Organizational Characteristics of Multiunit Schools*. Working Paper No. 22. Madison, Wis.: Wisconsin R & D Center for Cognitive Learning, 1969. Also published as Technical Report No. 8, Eugene, Ore.: Center for the Advanced Study of Educational Administration, 1970.

1. MUS-E teachers spent more time planning for instruction and diagnosing individual children's needs.

2. MUS-E teachers engaged more in specialization of labor; for example, some MUS-E teachers devoted most of their time to working with individual pupils, others worked mainly with small or class-sized groups; a few took responsibility for working with even larger groups.

3. The unit leaders in the MUS-E schools were the focal points of interaction among the staff of the I & R units and also served as the connecting links between the teachers and the principal; communication was frequent among teachers and between the principal and the unit leaders and was generally task oriented.

4. In the three self-contained schools, decision-making affecting each classroom was the prerogative mainly of each individual classroom teacher and of the principal, who provided advice or set the limits within which the teacher had discretion. In the three MUS-Es, decisions about instruction were generally made by the unit leaders and teachers in a group setting.

5. Job satisfaction and teacher morale were higher among the staff teachers of MUS-Es.

6. The role of the unit leader as a career teaching position was becoming quite clear.

Student Attainment for Instructional Objectives

The Wisconsin Design for Reading Skill Development (WDRSD), under development by the R & D Center, includes a word attack program in which 45 subskills have been identified, the mastery of which is presumed to lead to independence in attacking phonetically regular words. In the 1969-70 school year the word attack element of the WDRSD was introduced at the kindergarten-primary level in two smoothly functioning MUS-Es in their third year of operation. Some children of the ages equivalent to kindergarten, first grade, second grade, third grade, and fourth grade were given appropriate short machine-scorable tests related to 38 of the 45 subskills at the time the WDRSD was introduced in September and again one year later. Also some children in the two schools were given the Doren Diagnostic Reading Test, a standardized reading achievement test that gives a total score and subscores for 9 skills similar to those of the WDRSD. The results from successive administration of 38 criterion-referenced tests of specific reading skills and of the Doren Diagnostic Reading Test were encouraging:

1. Two hundred eighty-one children acquired the 38 subskills at a rate which indicated that most of them would be able to read phonetically regular words with independence by the end of the fourth year (third grade of school) or earlier. In this school 32 percent of the children qualified as Title I children.

2. In comparison with those who had not experienced the WDRSD, a higher percentage of 324 children in two schools mastered 23 skills, a lower percentage mastered 6 skills, and an equal percentage mastered one skill. It should be noted that a special attempt had been made during the prior three years in these schools to increase the reading achievements of the students. Therefore, this increase is considered important inasmuch as there should have been no Hawthorne effect and achievement was already quite high before the WDRSD was introduced.

3. At an age equivalent to second grade, 104 children in one school and 87 children in the second school showed consistently higher mean total scores on the Doren Diagnostic Reading Test after one year of experience with the WDRSD.

These results indicate the desirable combined effects of the MUS-E organization and a concerted attack on curriculum improvement along the individual instructional programing model. This is not to be interpreted that the organization alone will produce higher student achievement or that higher achievement will accrue in the absence of a coordinated, well-planned curriculum improvement effort. In a third MUS-E in which the unit leaders and building principal were unable to produce a facilitative environment, student achievement in some curriculum areas as measured by standardized tests was poor.

COST INFORMATION

As of 1970-71 most MUS-Es in Wisconsin were on the same pupil-teacher ratio as the other schools of the same school district and the average cost of instruction per pupil was about the same. Unit leaders were receiving salaries that ranged from four to twenty percent above staff teachers with the same amount of experience and education; also aides and full-time teaching interns were being employed at carefully determined full-time staff teacher equivalents. Thus, the pattern in Wisconsin was to operate an MUS-E at little or no increase in cost.

The R & D Center recommends, however, the following to school districts and state educational agencies that may plan to start MUS-Es:

1. Allocate at least ten dollars per pupil during the first two years for any combination of one instructional aide per 150 children, additional instructional materials, and higher pay for the lead teacher. Title I or Title III funds should be available for this.

2. Remodel the "egg crate type" school building so that there will be one well-supplied instructional resource center to accommodate at least 90 intermediate-age children and another center to accommodate at least 60 primary-age children. Local funds should be available for the remodeling; Title I, II, or III funds should be available for the materials and equipment.

3. Participate in the staff development program as mentioned earlier in this chapter and described more fully in chapter 5.

CHAPTER 2

The IGE System

- The MUS-E Organizational Arrangements
  - The I & R Unit
  - The IIC
  - The SPC
  - Differentiated Roles
    - Lead Teacher
    - Staff Teacher
    - Principal
  - Decision-Making, Communication, and Accountability
- A Model of Instructional Programing for the Individual Pupil
  - Curriculum Materials
  - A Model for Measurement and Evaluation
  - A Program of Home-School Communications
  - Facilitative Environments
  - Continuing Research and Development

IGE is a comprehensive system of education and instruction designed to produce higher educational achievements through providing for differences among students in rate of learning, learning style, and other characteristics. IGE is more comprehensive than individualized instruction if the latter is viewed as instruction in which a student learns through interacting directly with instructional materials or equipment with little or no assistance from a teacher. In IGE self-instructional materials or systems are simply one important kind of material or medium to be used in instructional programing for the individual student. The major components of IGE are as follows:

An organization for instruction, a related administrative organization at the building level, and another arrangement at the central office level, together called the MUS-E. This organizational-administrative structure is designed to provide for educational and instructional decision-making at appropriate levels; open communication among students, teachers, and administrators; and accountability by educational personnel at various levels. A staff development program involving the state educational agency, local school systems of the state, and teacher-education institutions has been developed to demonstrate, install, and adapt the prototype to local needs.

A model of instructional programing for the individual student. This model, with related guidance procedures, is designed to provide for differences among students in their rates and styles of learning, level of motivation, and other characteristics and also to take into account all the educational objectives of the school. This model is outlined in figure 1 and is used by R & D Center personnel in developing curriculum materials and by school staff who implement IGE.

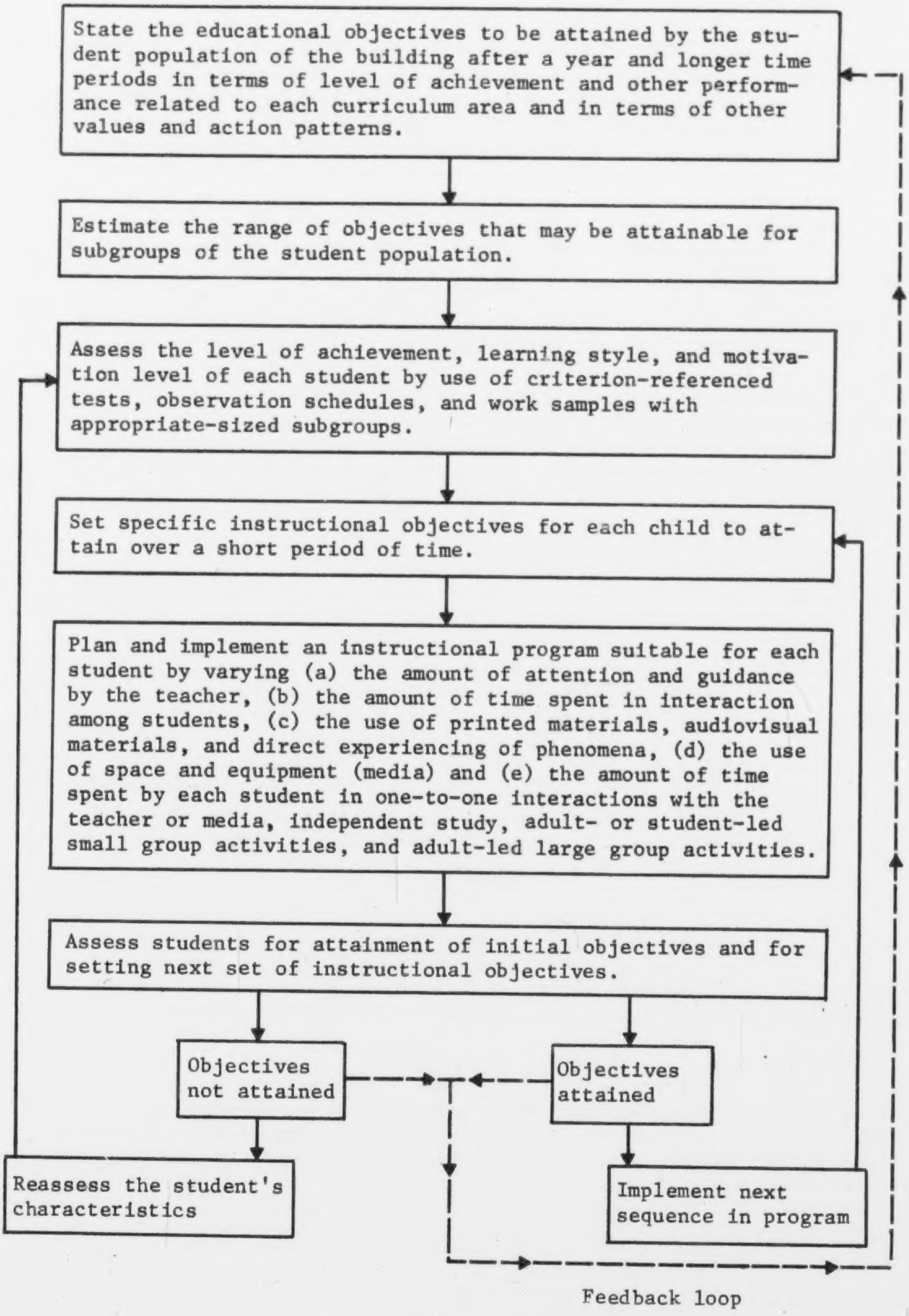
A model for developing measurement tools and evaluation procedures. The model includes preassessment of children's readiness, assessment of progress and final achievement with criterion-referenced tests, feedback to the teacher and the child, and evaluation of the IGE design and its components. This model is used by R & D Center personnel in constructing criterion-referenced tests and observation schedules and by school personnel and others who implement IGE.

Curriculum materials, related statements of instructional objectives, and criterion-referenced tests and observation schedules. These can be adopted or adapted by the staffs of individual school buildings to suit the characteristics of their students. The R & D Center in 1970-71 was developing materials and instructional procedures in reading, prereading, mathematics, environmental education, and motivation.

A program of home-school communications that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning. /I/D/E/A/, an affiliate of the Kettering Foundation, is producing staff development

Figure 1

Instructional Programing Model in IGE


State the educational objectives to be attained by the student population of the building after a year and longer time periods in terms of level of achievement and other performance related to each curriculum area and in terms of other values and action patterns.
Estimate the range of objectives that may be attainable for subgroups of the student population.
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, and work samples with appropriate-sized subgroups.
Set specific instructional objectives for each child to attain over a short period of time.
Plan and implement an instructional program suitable for each student by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media) and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Assess students for attainment of initial objectives and for setting next set of instructional objectives.
Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback loop

materials related to this component.

Facilitative environments in school buildings, school system central offices, state education agencies, and teacher education institutions. Helpful in producing these environments are a staff development program which includes inservice and campus-based educational programs to prepare personnel for the new roles implied by the other components outlined above; and state networks comprised of the state education agency, local school systems, and teacher education institutions to install, adapt, and refine IGE practices. The Center in 1970-71 was developing these elements cooperatively with other agencies; however, each school building must also have its own staff development program in order for IGE to be implemented initially and improved thereafter. /I/D/E/A/ is also making a major effort in developing networks.

Continuing research and development to generate knowledge and to produce tested materials and procedures. Especially needed here are development and development-based research to refine all the IGE components and research on learning and instruction to generate knowledge that will lead to improved second-generation components or their replacements. The R & D Center is engaged in these efforts. Each school building must innovate and evaluate and also engage in practical research in order to design, implement, and evaluate instructional programs for individual students.

THE MUS-E ORGANIZATIONAL ARRANGEMENTS

The MUS-E was designed to produce an environment in which instructional programing along with the other components of IGE can be introduced and refined. It may be thought of as an invention of organizational arrangements that have emerged since 1965 from a synthesis of theory and practice regarding instructional programing for individual students, horizontal and vertical organization for instruction, role differentiation, shared decision-making by groups, open communication, and administrative and instructional accountability. Space does not permit tracing the historical antecedents of each of these; however, the R & D Center and school personnel attempted to bring together the available research and theory in the formulation of the MUS-E.

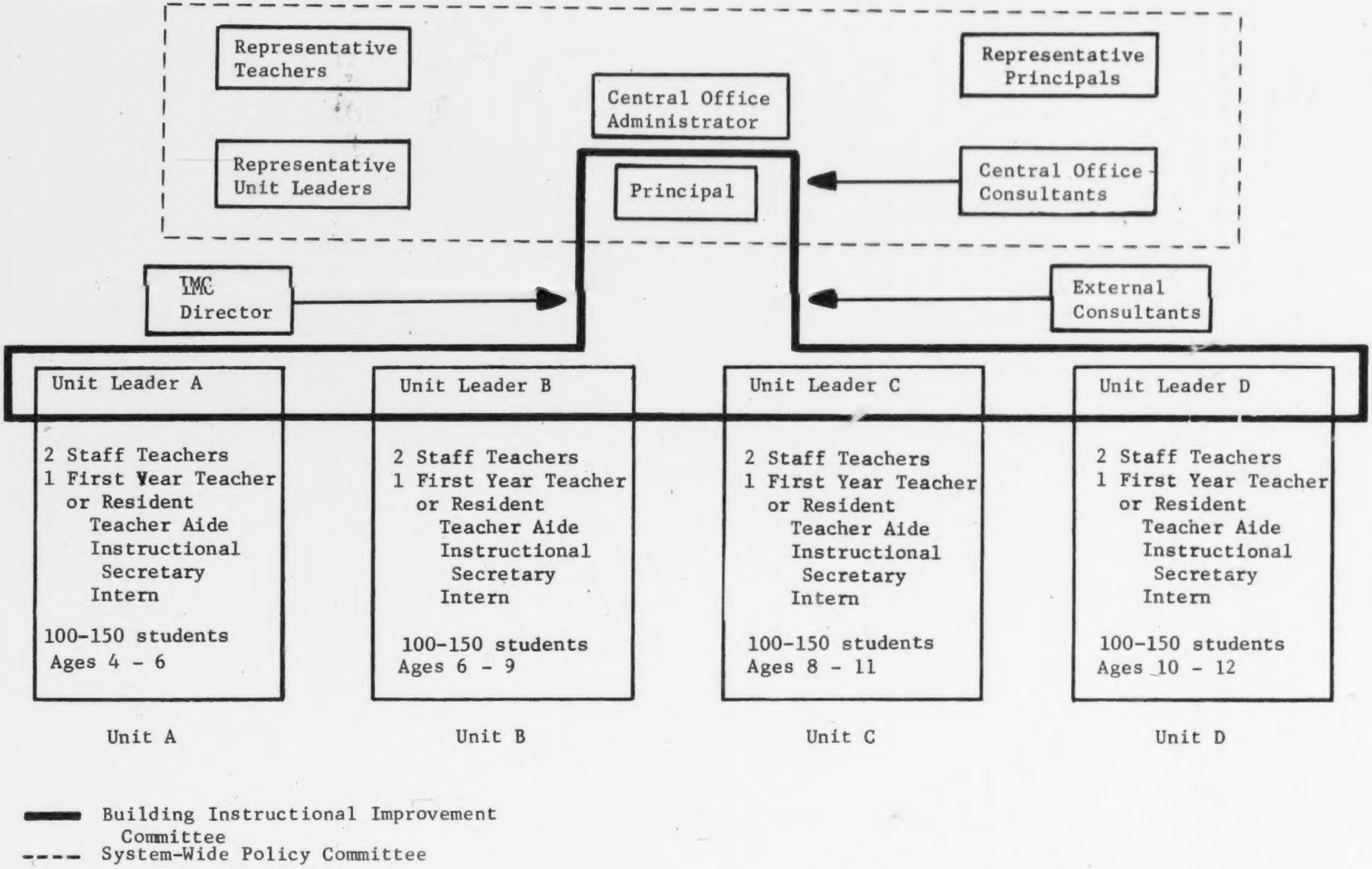
Figure 2 shows the *prototype* organization of an MUS-E of 600 students.[1] Variations from the prototype are made in terms of the number of students enrolled in the building, the availability of noncertified personnel, the size of the school district, and the like. The organizational hierarchy consists of interrelated groups at three distinct levels of operation:

---

[1] A more complete description is given in Herbert J. Klausmeier, Richard Morrow, and James E. Walter. *Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation.* Madison, Wis.: Wisconsin Department of Public Instruction, 1968.

Figure 2

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



the I & R unit at the classroom level, the IIC at the building level, and the SPC or a similar administrative arrangement at the system level. Each of the first two levels is itself a hierarchical structure with clearly defined roles for personnel. The MUS-E is designed to provide for accountability and responsible participation in decision-making by all the staff of a school system. Each element, while taking the initiative for certain decisions, must secure information from one or both of the other elements. Personnel who serve at each of two levels, as noted in figure 2, provide the communication link.

The I & R Unit

The nongraded instructional and research (I & R) unit replaces the age-graded, self-contained classroom. Research is included in the title to reflect the fact that the staff must continuously do practical research in order to devise and evaluate an instructional program appropriate for each child. In the prototype shown in figure 2, each I & R unit has a unit leader, or lead teacher, two staff teachers, one first-year or resident teacher, one instructional secretary, one intern, and 150 students.

The main function of each unit is to plan, carry out, and evaluate, as a hierarchical team, instructional programs for the children of the unit. Each unit engages in a continuous on-the-job staff development program. Some units plan and conduct research and development cooperatively with other agencies, and some are involved in preservice education.

The IIC

At the second level of organization is the instructional improvement committee (IIC), a new organization that became possible in 1967 when the first six elementary school buildings in Janesville, Madison, and Racine, Wisconsin, were organized completely into units. As noted in figure 2, the prototypic IIC is comprised of the building principal and the unit leaders.

The four main functions for which the IIC takes primary initiative are: stating the educational objectives and outlining the educational program for the entire school building; interpreting and implementing systemwide and statewide policies that affect the educational program of the building; coordinating the activities of the various I & R units to achieve continuity in all curriculum areas; and arranging for the use of facilities, time, material, etc., that the units do not manage independently. The IIC thus deals primarily with planning and coordinating functions related to instruction.

The SPC

Substantial changes are required to move from the self-contained classroom organization to that of the I & R unit and the IIC. The systemwide policy committee (SPC), at the third organizational level, was created to facilitate this transition. As noted in figure 2, the prototypic committee, chaired by the superintendent or his designee, includes consultants and other central office staff, and representative principals, unit leaders, and teachers. Four decision-making and facilitative responsibilities for which the SPC takes primary initiative are: identifying the functions to be performed in each MUS-E of the district, recruiting personnel for each MUS-E and arranging for their inservice education, providing instructional materials, and disseminating relevant information within the district and community. A central office arrangement other than an SPC may be responsible for these functions; considerable flexibility is required since local school districts differ greatly in size.

Differentiated Roles

Unlike some differentiated staffing programs that create a complex hierarchy and call for a proliferation of new roles and titles for personnel, the multiunit organizational pattern establishes only one new position, that of unit leader or lead teacher. Other roles are also integrated into the unit--such as the teacher aide, instructional secretary, and intern. The multiunit program is also distinguished by the fact that basic changes are made in the roles of the principal and teacher. The multiunit pattern does not preclude the identification and establishment of other new, specialized roles such as those connected with instructional media or neighborhood relations. It does assume, however, that the lead teacher and the unit staff, who work directly with the children and their parents, are the key individuals in the instructional system. The multiunit pattern also calls for a heavy and direct concentration of monetary resources and personnel in the daily program of instruction. In the discussion that follows, the key roles of the unit leader or lead teacher, staff teacher, and principal are described briefly.

Lead Teacher. The lead teacher is a member of the IIC, the leader of a unit, and also a teaching member of the unit. The lead teacher chairs unit meetings. The role is that of a career teacher; it is clearly not administration or supervision. As a member of the IIC, the unit leader contributes to planning the entire program of the building, primarily by defining the program of his unit in relation to that of other units. As the leader of the unit when not teaching, he plans and coordinates the efficient utilization of materials and resources; he performs liaison functions between the unit staff and the principal, consultants, parents, and others; and he teaches members of the unit, including beginning teachers and instructional aides. The unit leader teaches children from 50 to 80 percent of the time, the proportion depending upon the size of the unit and the amount of research and development and teacher education being conducted in the unit. He is a model teacher of children, taking initiative in developing and trying out new materials and instructional procedures.

Staff Teacher. The role of the staff teacher is also changed in the multiunit school. The staff teacher plans with other members of the unit when not teaching, works with a large number of children in the unit, and performs more professional and less routine work. The collaborative planning, instruction, and evaluation called for in IGE demands specialization of tasks according to the capabilities and interests of each staff member. For example, the teacher who is strong in a curriculum area takes greater initiative in planning the unit activities in that area, in teaching other staff members, and in the actual teaching of children. Teachers may also be stronger or weaker in certain instructional groupings. One may be excellent in tutorial activities, another in small group activities, and still another in large group activities. Identifying or developing instructional materials, assessment tools and procedures, home-school procedures, and other specialized tasks are handled according to teachers' individual characteristics. Each staff member takes greater initiative in the area of his strengths and interests, but he does not become completely specialized.

Principal. The role of the principal is changed in the multiunit school in that he assumes greater and more direct administrative responsibility for developing improved educational practices, managing the preservice and inservice teacher education activities in his building, and administering research and development activities. He organizes and chairs the IIC--the mechanism and communication system through which he provides administrative leadership. It is not assumed that the principal is an expert in any particular subject-matter field, in research design, or in teacher education. However, he utilizes the knowledge of his staff and consultants, delegates responsibility, and assists the IIC in arriving at decisions which can be implemented effectively.

Decision-Making, Communication, and Accountability

Organizational structures with overlapping memberships are designed to encourage decision-making at an appropriate level of the school system and to encourage communication among educators, parents, and others. As noted earlier, some decisions are made at the central office level by the SPC, others at the building level by the IIC, and still others are made with each child by the staff of the unit. The IIC and the I & R units within each building, however, are the key decision-making units, rather than the central office personnel or individual classroom teachers. An important feature of decision-making is reliance upon information that is gathered systematically, as will be discussed more fully in connection with the design for measurement and evaluation.

This kind of decision-making is not a top-to-bottom linear sequence. On the contrary, each unit staff with assistance from the principal must identify the needs of its children; the IIC with assistance from the central office must then develop a composite statement for all the children enrolled in the school; and central office personnel and representative principals, unit leaders, and teachers use this information in developing systemwide requirements. The larger the school system, the more decentralization is needed. Regardless of the size, however, each building principal is accountable to the superintendent for the achievement of the children in his school; each unit leader is accountable to the building principal for the achievement of the children in the unit; and each staff teacher is accountable to one unit leader for assuring that a certain number of specified children make progress as they should during a specified period of time.

Shared decision-making requires open communication. The unit structure is designed to encourage interpersonal interaction and face-to-face discussion among teachers. The IIC encourages direct communication between the principal and the unit leader, while the SPC does the same among central office personnel, teachers, and the principal.

A MODEL OF INSTRUCTIONAL PROGRAMING FOR THE INDIVIDUAL PUPIL

The model of instructional programing in individually guided education is relevant for any area in the cognitive, psychomotor, or affective domain. Thus far it has been carried out most widely in schools that use the Word Attack element of the *Wisconsin Design for Reading Skill Development* and the system of individually guided motivation under development at the Wisconsin Research and Development Center. The model may be applied to a short sequence of instruction for only some children--as is true for the system of motivation--or to all the children in a kindergarten-grade 6 sequence, as is the case for reading.

Individually guided education is different from programed instruction, which involves only the pupil's use of material with little or no assistance from teachers, in that instructional programing is done by the teachers with assistance from the the staff of the building, central office, and state educational agency. The instructional programing model is designed specifically to take into account the pupil's beginning level of performance, his rate of progress, his style of learning, his motivational level, and other characteristics in the context of the educational program of the building. Figure 1 was presented earlier. The sequential steps clarified through relating to the Word Attack element of the *Wisconsin Design for Reading Skill Development*. In chapter 4, the sequence is described in more detail.[2]

Step 1 involves the setting of educational objectives in Word Attack for the children of the building by the instructional improvement committee. A terminal objective for reading might be: 90 percent of the children attain independence in Word Attack by age ten, 95 percent by age 11, and 99 percent by age 12. Initiative for setting this objective is taken by the IIC; of course, before the objective is set, the unit leaders consult with the unit staff. Setting this school-wide objective focuses attention of the unit staff on priorities, including the setting of instructional objectives for individual children and the related instructional planning. For instance, if tutoring is possible in only one curriculum area, it will probably be in Word Attack. Similarly, criteria and means will be formulated for assessing independence in Word Attack; and attainment of the objective, rather than age of the child or grade level in school, will determine when instruction in Word Attack skills ceases for individual children.

---

[2] *Wisconsin Design for Reading Skill Development, Rationale and Guidelines* by Wayne Otto and Eunice Askov.

Step 2 calls for identification of a subset of specific instructional objectives by the I & R unit staff that may be appropriate for a group of children. Only some of the forty-five Word Attack objectives, for example, are suitable for children in the early stage of reading.

Step 3 is the actual assessment of each child's level of skill development, either by observing oral reading performances or by administering a machine-scorable group test. For each behavioral objective of the Word Attack element, a criterion-referenced test has been developed and validated for use in assessing mastery or nonmastery of the skill described by the behavioral objective. When the appropriate subset of objective-based tests is administered, the skill deficiencies of each child are pinpointed, and instructional objectives for the individual child can be identified.

Step 4 is the setting of instructional objectives for each child in the unit. The behavioral objectives related to the skills in which the child is deficient become the child's instructional objectives. The child and the teacher should discuss these objectives in an individual conference.

The first phase of Step 5 involves planning an instructional program whereby the child attains his objectives. Reasonable cost of instruction and adequate pupil progress are provided for by proper grouping of the children for instruction and by utilizing the instructional staff according to the strengths of each.

Once general plans for the children are set, an individual teacher completes the detailed plan and carries it out for certain children, taking into account the suggestions of the other professionals in the unit. Generally each teacher instructs one or more groups of children who are working toward mastering the same skill. Further grouping may be done within each of these original groups. At this point materials, methods, use of time, and the like are matched to individual pupils with consideration given to their present level of skill development, rate of learning, preferred learning style, and other characteristics. Personal characteristics such as sociability and emotional maturity are also given attention. To the extent that staff is available, individual tutoring and individual goal-setting conferences are provided for children who profit from them. Some schools have also developed other means of carrying out instruction at this point in the sequence.

A school should have an adequate supply of materials to take into account differences among pupils in rate of attaining the same instructional objectives. Providing for differences in learning style requires audiovisual as well as printed materials. As an example, many children are apparently learning to discriminate among letters and numerals through viewing *Sesame Street*. Some of these children would probably have difficulty using only the materials available in most kindergartens.

In Step 6 of the model pupils are assessed to determine their attainment of objectives. If the child has attained his instructional objective or a configuration of objectives--that is, if he has met the 80 percent criterion level on the post-assessment--then he and other children move ahead in the sequence to the next objective. Assessment and related regrouping may occur every four weeks or less. If a child has failed to attain the objectives, his readiness to attain the objectives must be evaluated, as should other parts of the instructional programing sequence as indicated in the feedback loop of figure 1.

The instructional programing implied by the model is considered by some critics to be simply an explicit statement of what excellent teachers do every day. Indeed, one of the features of the model that facilitates its translation into practice is the familiarity of key points to teachers. Certainly the ideas of readiness, frequent assessment, grouping and regrouping, ad hoc grouping and individualization within groups, individual tutoring, and independent study are not new. Many, perhaps most, excellent teachers in self-contained classrooms, however, do not have the time to plan and carry out this pattern of instructional programing. Also, many of our schools have a rapid turnover among teachers and children. A substantial number of teachers are not expert in more than two or three curriculum areas and are unaware of individual programing practices. The best staffs need some help with nearly every step in the sequence. Some of this assistance can be provided by making available criterion-referenced tests, rapid scoring of tests, more suitable instructional materials in the various curriculum areas, and computer management of the testing program and the related identification of alternative next steps in the sequence.

Curriculum Materials

A substantial portion of the content and sequence of various curriculum areas is incorporated in instructional materials. The objectives of IGE and the nature of instructional programing require that high quality, tested curriculum materials be available to local schools. Materials are selected and purchased in order to attain specified objectives.

Procedures for identifying and using instructional materials follow this general sequence: Educational objectives are stated. Possible printed material--textbooks, supplementary textbooks, programed material, library books, and unit material, as well as audiovisual material--sound motion pictures, sound tapes, videotapes, slides, recordings, etc.--are identified by a representative systemwide committee. Self-contained multimedia instructional packages are included. From this systemwide list the building staff selects that which is appropriate for each student to attain specified instructional objectives. Either the system or building committee keys materials to objectives. Special material related to each curriculum area is available, and some of this is developed locally. Material is readily accessible to the children and instructional staff and access to material outside the building is beginning to be managed by computer. Teachers are encouraged and given time to develop and refine teaching materials.

The material is carefully selected and organized so that, for example, the same concepts may be introduced to a larger group by means of a film, in a smaller group with the use of slide films, and students may use printed and audiovisual material to study the same concepts independently. Various combinations of material used, size of group, teacher activity, and student activity make it possible to provide for differences in the learning style of the students as well as in rate of learning.

A Model for Measurement and Evaluation

As noted in figure 1, the information obtained from assessing students' characteristics and achievements is input to decision-making, communication, and accountability processes. Criterion-referenced tests, work samples, and observations of behaviors are used systematically to: (1) assess the child's entering behaviors or readiness in each set of learning tasks so that a tentative instructional program may be planned and started, (2) assess each child's progress, (3) provide informative feedback to the child, (4) provide information to the teacher for monitoring student progress, and (5) evaluate and improve the total IGE design and its various components. Norm-referenced tests may also be used to secure information about the child's abilities and achievements of a more general type. The level of motivation and the learning style are identified primarily through observation. The specific objectives that a child identifies as his goals are identified through a conference with a teacher. Computers are beginning to be used in managing IGE so that pertinent information about each student is gathered, stored, processed quickly, and used to design, implement, and evaluate his instructional program.[3]

A Program of Home-School Communications

Home and neighborhood characteristics are given major attention in connection with the entering behaviors and other characteristics of each child. Unit leaders and teachers develop a systematic program of parent-school, teacher-home visits. Reporting involves teacher, parent, and child. Aides are drawn from the neighborhood. Parents are brought frequently into meetings of the IIC and into unit meetings to convey information, values, and feelings.

---

[3] Computer management of instruction is described in M. V. DeVault, T.E. Kriewall, A. E. Buchanan, and M. R. Quilling, *Teachers Manual: Computer Management for Individually Guided Education in Mathematics and Reading.* Madison, Wis.: Wisconsin R & D Center for Cognitive Learning, 1969.

Facilitative Environments

IGE requires a more facilitative environment than that of the traditional school. Well-educated career lead teachers and building principals can do much to produce the environments. Present lead teachers are recruited from the teaching staff of the elementary school; they generally lack some of the knowledge and skills required for IGE and therefore profit from inservice education. Building principals also volunteer to start MUS-Es without much education regarding it; they, too, profit from inservice education. Instructional aides and secretaries profit from instruction on the job, mainly by the lead teacher and the building principal. More inservice and on-campus educational programs are needed so that personnel can create a facilitative environment for IGE. In turn, planning and implementation of these educational programs changes the environment of teacher education institutions and state educational agencies. Both must be ready to prepare personnel for roles that have not yet been fully defined in IGE schools. Only by these procedures can the facilitative environments for IGE be assured. Widespread installation of IGE schools and their continuous improvement can be guaranteed only by adequately educated personnel.

Continuing Research and Development

As indicated earlier, many practitioners and theoreticians are contributing their best ideas to the design and subsequent practice of IGE. But only a modest beginning has been made nationally.

Further development and development-based research on all the components of IGE, and particularly on the organization for instruction and the related administrative arrangement in the local school and central office, are required.[4] Local school systems, state educational agencies, the R & D Center, and other agencies should continue to participate in this kind of effort.

Continuing fundamental research on learning and instruction in school settings is also needed in order to generate knowledge that will make possible improved second generation components or possibly a new and different design.[5] Without the substantial knowledge accumulated through research of the past two decades, IGE would not be possible today. Unless additional knowledge in the form of principles, theories, or systems accrues at a rapid pace during the 1970s, IGE will likely not be a robust system for the 1980s. Initiative for this kind of research will probably continue to be taken by the R & D Center and other university-based agencies. However, local school systems must contribute to it in many ways from the formulation of questions through the interpretation of information gathered in the local schools.

---

[4] R & D strategies of the Wisconsin R & D Center for Cognitive Learning are described in H. J. Klausmeier and G. T. O'Hearn (Eds.), *Research and Development Toward the Improvement of Education*. Madison, Wis.: Dembar Educational Research Services, 1968, pp. 146-156; and H. J. Klausmeier, J. L. Wardrop, M. R. Quilling, T. A. Romberg, and L. D. Schutz, *Research and Development Strategies in Theory Refinement and Educational Improvement*. Theoretical Paper No. 15. Madison, Wis.: Wisconsin R & D Center, 1968.

---

[5] As one example, a comprehensive study is in progress to ascertain the general, group, and specific abilities that may underlie concept attainment by elementary school children in language arts, mathematics, science, and social studies. This study should provide new and useful information in the subsequent development of statements of educational objectives, related curriculum materials, and criterion-referenced tests.

CHAPTER 3

ROLES AND UNIT OPERATIONS

- Staff Roles
    - The Principal
        - Principal's Checklist
    - The Unit Leader
        - Unit Leader Responsibilities
    - The Staff Teacher
    - The First Year or Resident Teacher
    - The Teaching Intern
    - The Instructional Aide and Secretary
- Smoothly Functioning Units
    - A Primary Unit
    - Intermediate Unit
    - Upper Unit

STAFF ROLES

A significant characteristic of the multiunit school is the changed roles of the principal, unit leader, other certified teachers, and paraprofessionals. These roles are reasonably well delineated in our current multiunit schools. The descriptions that follow are based upon continuing interactions among personnel of local schools, the R & D Center, the Wisconsin Department of Public Instruction, and teacher education institutions.

The Principal

The role of the principal is changed in the multiunit school in two ways. First, he takes greater leadership in connection with initiating and refining the system of individually guided education, managing the preservice and inservice teacher education activities in his building, and administering the research and development activities. Second, he organizes and chairs his building committee, arranges for its meetings, and sets the agenda of the meetings. This in turn provides the mechanism and communication system through which the principal carries out administrative leadership. The purpose here is not to define all categories of administrative responsibilities of the principal. Rather, his work in connection with the building committee and the three functions are emphasized.

The instructional improvement committee, as noted earlier, is comprised of the building principal and unit leaders. It meets at least weekly and makes decisions regarding the instructional program, teacher-education program, and the school's program of research and development. In connection with any of these programs, special teachers and other personnel within the building, consultants from within the school system, and consultants from outside the system are secured to provide assistance to the IIC. The principal is responsible for all these matters; however, he may delegate certain matters to the unit leaders and others to the consultants. For example, a unit leader might assume responsibility for formulating an initial statement of the school's objectives in a subject matter field, or the representative of a teacher-education institution might be delegated responsibility for designing an experiment or for writing an initial statement of the professional activities of the intern. It is not assumed that the principal is the expert in any subject field, in research design, or in teacher education. He is responsible, however, for arriving at decisions on these and other matters with his IIC, and for administering the programs in his building.

Much variability is found and expected among building principals in knowledge and administrative style. With respect to content of instruction, instructional materials and media, student activities, teacher activities, evaluation of student performances, and procedures for the placement and management of students in a system of individually guided education, the unit leaders collectively are expected to have more knowledge than the building principal. Each unit leader typically has a master's degree with some speciality in a broad subject-matter field. Also, many schools have subject-matter specialists and other specialists on the central staff. Thus the building principal must rely heavily upon his staff and consultants for the knowledge on which he bases decisions. The principal is expected to be strong in connection with organizing instruction; scheduling time, space, and equipment; dealing with educational personnel both within and outside the building; dealing with parents and the general public; evaluating the building staff; and most important, securing the conditions essential for his staff to carry out their responsibilities. A few examples illustrate the key role of the principal.

With regard to staffing, the principal assumes the supervisory and evaluative responsibilities of all the staff, including the instructional aides and/or secretaries. Individual staff members are responsible to him. In choosing the personnel to work in the multiunit school, the principal should recognize that the units should be staffed by teachers who want to be in the unit. At least a year must be allowed for teachers with no previous experience in cooperative planning to become an effective unit, and during this time of adjustment the principal must give necessary and effective support. Moreover, in the event a teacher no longer wishes to work in such an organization, a suitable means is arranged through the systemwide policy committee for that teacher's transfer. Finally, the central staff and building principal must agree on how and when to replace a unit leader, a teacher, or an aide who for any reason seriously impedes the functioning of the unit.

Securing instructional materials and equipment is another important contribution of the principal. Both the systemwide policy committee and the unit personnel assist here. Since education in the MUS-E is guided individually, it is necessary to provide a wide range of instructional materials and resources and to assist the staff in developing other materials.

Specialized consultants significantly facilitate unit operations. In the MUS-E, consultants from within and outside the system may be secured, since they meet with the IIC and units during the regular school hours. Effective participation by the curriculum consultants and others of the central staff, special teachers, and other personnel is a major responsibility of the principal.

In the preceding discussion, the role of the principal in administering a system of individually guided education has been outlined. He has a similar role in research and development and teacher education. In general, extensive knowledge is not assumed.

However, utilizing the best knowledge available from within the staff and from consultants, delegating appropriate responsibilities, and arriving at group decisions which can be implemented effectively are important capabilities of the principal of the multiunit school. Some of the responsibilities of the principal may be inferred from the checklist which follows.

Principal's Checklist

1. Check the following regarding organization, scheduling of time, and scheduling of space using the following code:

FS -- functioning smoothly
BF -- beginning to function
NF -- not functioning

	FS	BF	NF
a. The principal meets regularly with the systemwide policy committee.	____	____	____
b. The principal calls together the instructional improvement committee weekly during school hours and chairs its meetings.	____	____	____
c. The principal arranges time and space for each unit to meet weekly during school hours.	____	____	____
d. The principal arranges for central office personnel and others to meet with the instructional improvement committee on matters pertaining to instructional improvement, research and development, and teacher education.	____	____	____
e. The principal arranges for special teachers and other building personnel to participate in meetings of the instructional improvement committee, unit meetings, and in the total school program.	____	____	____
f. The principal with the instructional improvement committee schedules use of space and equipment shared by all units.	____	____	____

2. Check the characteristics of the facility provided by the principal for each unit.

	FS	BF	NF
a. There are adequate teaching stations for each certified member of the unit (one can be smaller than a regular classroom).			
b. The stations are on the same floor and are adjacent to each other, or nearly so.			
c. Space is available for use by non-professional staff members.			
d. One or two of the stations are sufficiently large so that the pupils can meet together simultaneously.			
e. The typical daily pattern is for the pupils to meet in more than one room.			
f. The typical daily pattern is for the teachers each to be in more than one room.			
g. The typical daily pattern is for each teacher to teach more than one group.			
h. Large spaces such as an instructional learning center or library, all-purpose room, or gymnasium are available for use of all units.			

3. Check the availability, quality, and adequacy of the following instructional equipment and materials that the principal has made available for each unit.

	Easily Available		Of High Quality		Adequate Supply	
	YES	NO	YES	NO	YES	NO
a. 35 mm. projector and appropriate films						
b. 16 mm. projector and appropriate films						
c. Tape recorder						

	Easily Available		Of High Quality		Adequate Supply	
	YES	NO	YES	NO	YES	NO
d. Record player and appropriate records	___	___	___	___	___	___
e. Overhead projector	___	___	___	___	___	___
f. Textbooks and other printed materials	___	___	___	___	___	___
g. Other instructional materials	___	___	___	___	___	___
h. Supplies for teacher	___	___	___	___	___	___
i. Listening kits	___	___	___	___	___	___
j. Study carrells or other facilities for individual study	___	___	___	___	___	___

4. The preceding description of the responsibilities of the principal of the MUS-E suggest certain desirable characteristics of the principal:

   a. Certification as an elementary school principal with a master's degree.

   b. Two or more years of successful experience as a teacher, preferably experience in unit or team operations at the elementary school level.

   c. Graduate education, including inservice practicums and seminars, in school administration, human learning and development, research and development, and teacher education.

   d. Commitment to a life career as an elementary school principal, including continuing education to extend knowledge and capabilities.

   e. Positive attitudes toward principal leadership in curriculum improvement, research and development, and teacher education.

   f. Flexibility and inventiveness in school administration.

   g. Ability to assess and utilize the capabilities of the unit personnel.

   h. Ability to maintain effective communication with personnel within the building, the central office staff, parents, and others.

   i. Skill in the use of creative problem-solving techniques.

The Unit Leader

The unit leader has responsibilities as a member of the IIC, as a leader of a unit, and as a teacher. The responsibility of the unit leader is instructional, not administrative or supervisory. His leadership role is in planning and coordinating. As a member of the IIC, he helps to plan and develop the instructional program of the building. He serves as a liaison between the unit staff and the principal and consultants and he coordinates the efficient utilization of the unit staff members, materials, and resources.

As the coordinator of the activities and resources of his unit, the unit leader is responsible to the principal for planning and carrying out the unit's instructional program; however, the unit organization permits each teacher to share fully in this planning and implementation. As the unit develops IGE, the unit leader takes the initiative for dealing successfully with all the components--objectives, content, materials, student activities. utilization of time. and utilization of space. The principal, of course, assists. Similarly, consultants and special teachers of art, physical education, and music also participate in planning unit activities. Other contributors include the school psychologist, guidance personnel, and social workers.

In implementing IGE, the unit leader makes certain that throughout the day each child is engaged in an appropriate one-to-one, small-group, class-size, or large-group activity. He also insures that throughout the day each unit staff member is engaged in an appropriate planning, management, or instructional activity and that space, time, material, and equipment are being used advantageously. When sufficient time is available for the unit to plan, and when it is used well, the unit staff develops the details essential for smooth functioning of the instructional program. It is the unit leader, however, with assistance from the principal, who must know which questions to raise in order to secure appropriate planning and action from the unit personnel.

The unit leader also teaches, demonstrates to other unit members, and assists unit members who may experience difficulty. Often the unit leader is first to gain familiarity with new materials or procedures. Finally, other certified staff members may need time to plan, review, and the like. The unit leader does some teaching so that the unit staff also can plan and review.

The preceding sketch has dealt only with instructional improvement. Other functions of the unit include teacher education and research and development. Here the role of the unit leader is to exercise initiative and assume responsibility in a manner similar to that for the instructional program. The main responsibilities of the unit leader in the various activities are now outlined in connection with instruction, research and related activities, and teacher education.

The unit leader has responsibility related to the three main functions of an I & R unit, namely, instruction, research and development, and staff development.

Unit Leader Responsibilities.

A. Instruction

1. Assume leadership in developing, carrying out and evaluating a program of IGE in the unit, including objectives, materials, equipment, and activities. Here the unit leader works closely with the unit staff, the building principal, subject-matter specialists, and others.

2. Coordinate the assessment of children's characteristics and progress in the unit and the placement of children in appropriate activities. The unit staff, building principal, and central office personnel are also involved here, including research director, school psychologist, and subject specialists.

3. Assume leadership in initiating, establishing, and maintaining good home-school relations. The unit staff, building principal, social workers, and other specialists contribute effectively to this area of concern.

4. Teach about half or three-fourths time or in other ways be directly involved with the children.

5. Utilize portions of the remaining time to (a) act as liaison between the principal and unit staff (and students); (b) meet with unit staff members to plan instruction and to enhance the understanding and direction of IGE, and (c) meet with the IIC.

6. Keep abreast of advances in subject knowledge, instructional materials, and other components of a system of individually guided education.

B. Staff Development

1. Inservice

   a. Develop, cooperatively with the IIC, the building principal, and relevant central staff, a building program of on-the-job education for the certified personnel of the unit, including first-year teachers; carry out the relevant elements of the building program in the unit.

   b. Develop and carry out a similar program for instructional secretaries and aides.

   c. Coordinate the inservice training activities of the certified and noncertified personnel in the unit whereby capabilities of the aides are identified and improved and the certified teachers learn to work effectively with aides.

2. Preservice Education

   a. Develop, with the IIC, the building principal, relevant central staff, and representatives of teacher-education institutions, the building program for interns; carry out the relevant elements in the unit.

   b. Coordinate the placement of the intern in the unit and the instructional activities of the intern with the certified and noncertified personnel.

C. Research, Development, Innovation, Diffusion

1. Development

   a. Plan the development activities of the unit with appropriate personnel of the unit, building, the central office, and other agencies.

   b. Coordinate the development of a system of individually guided education within the unit, including a statement of objectives, the assessment of the capabilities of students the instructional program, and evaluation procedures.

   c. Participate directly in preparing instructional materials, diagnostic procedures, measurement instruments, etc.

2. Innovation

   a. Coordinate the introduction of novel instructional materials, measurement and evaluation tools and procedures, instructional methods, etc.

   b. Stimulate the invention of new instructional methods within the unit.

   c. Keep abreast of innovations throughout the school system, the state, and nation through visits, conferences, and reading.

3. Diffusion

   a. Provide for the proper briefing of observers of the I & R unit.

   b. Participate in the planning and actual diffusion of promising practices within the schoolbuilding and within the system as appropriate.

4. Research

   a. Plan research activities of the unit with appropriate personnel of the unit, the building, the central office, and other agencies.

b. Coordinate research activities within the I & R unit.

c. Guide the administration of experimental treatments--instructional methods, materials, media--by subexperimenters (teachers or others) to insure continuous adherence to the specified experimental design and to a schedule for collecting information.

d. Guide the collection and, as time permits, the analysis of information collected.

e. Keep abreast of relevant research results and methods.

Certain rewards follow the kind of responsibilities enumerated; also certain characteristics are desired of unit leaders. Unit leaders as a group should receive higher salaries than staff teachers. The unit leader should receive a higher salary than beginning or regular teachers because he earns it through meeting expanded professional responsibilities of the type previously outlined. Also, he knows more about instruction, research and development, and teacher education. Further, the unit leader works more hours per week and more weeks per year. It should be apparent also that the unit leader must continually improve his professional capabilities by pursuing further education and gaining relevant experience during the school year and summer. Many teachers who are committed to a career of teaching (this is only a small percentage of the national total) could qualify as unit leaders if they desired to assume the additional responsibilities, if they were willing to work eleven of twelve months each year, and if they continuously and systematically extended their knowledge and capabilities. It is critical to recognize that the unit leader is an instructional leader, not a supervisor or administrator.

Nine characteristics should be considered in selecting beginning unit leaders:

1. Certification as a teacher initially and subsequent certification as a unit leader, or professional teacher.

2. Three or more years of successful teaching experience.

3. Master's degree, or progress toward one.

4. Graduate education in human learning and development, curriculum and instruction, and research and development. A flexible program is recommended: the equivalent of 6-15 hours in curriculum, instruction and learning; 3-9 hours in group dynamics and leader-

ship; 3-9 hours in staff development and 6-12 hours in broad areas including measurement and evaluation and research and development. Some practicum work in unit operations is essential.

5. Commitment to a lifetime career in teaching.

6. Positive attitudes toward curriculum improvement, research and development, and teacher education.

7. Flexibility and inventiveness in the adaptation of methods, materials, and procedures.

8. Ability to recognize and utilize the capabilities of the unit personnel.

9. Ability to maintain effective interaction with all personnel of the unit, children and parents, the building principal, central office personnel, and other consultants in research and in teacher education.

The Staff Teacher

The main differences between the roles of the certified staff teacher in the unit and the teacher in the self-contained classroom are in planning with other members of the unit, working with many children and with other unit members rather than working with a smaller number of children independently, and performing at a more professional level. The higher level of professional activity is manifested in the way time is utilized particularly in planning and decision-making (otherwise not the prerogative of the classroom teacher), in development or research activities, in preservice teacher education, and in several components of the instructional system such as formulating objectives for each child, assessing each child's characteristics, using new materials and equipment, and trying out new instructional procedures. The first-year teacher and the teacher new to a unit are not expected to become proficient in all these during a short time interval. One of the advantages of unit teaching is that the unit leader, building principal, and teachers together decide what they can accomplish.

The most important rewards to the teacher in a unit are participating in all the relevant functions of the school, engaging in decision-making about all components of the instructional program, making a maximum contribution according to strengths and interests, being relieved of nonprofessional activities by aides and secretaries, and having a stimulating learning and teaching experience. Teaching in a unit is strenuous at times but is always mentally stimulating and emotionally satisfying.

For some, teaching in the unit may threaten loss of autonomy. It can be argued, however, that autonomy and freedom are increased as the teacher grows professionally through the exchange of ideas. Feedback from other teachers and opportunities to experiment stimulate and motivate the teacher to do greater things. In the environment of the multiunit school the teacher realizes that joint planning and evaluating are vital to a more complete understanding of the teaching-learning process and to and effective program of individually guided education.

In IGE the teacher is involved in developing and clarifying instructional objectives, designing and implementing a program based on the assessment of each child, and then continuously evaluating the child's progress and the program. To accomplish this the teacher manages more information than previously because profiles for each student are kept. The unit teacher is sensitive to individual learning problems and uses assessment evidence to judge which kind of activity is best for a child. The teacher must be able to choose from a wide range of available materials and to develop materials in the event that appropriate ones are not available. He should understand the basic concepts and skills in at least one broad subject field and, within a subject field, be able to arrange a valid sequence of the content.

The First Year or Resident Teacher

In the self-contained situation, the first-year teacher must necessarily perform the tasks of any other staff teacher from the outset. In the multiunit school, this expectation can be deferred until the completion of the residency. The role of the resident, meanwhile, is to perform without assistance those instructional and other tasks of which he is capable, and to perform with assistance those for which he needs further experience. This generalized role statement assumes assessment of the resident's strengths and weaknesses. Assistance in assessment comes in several forms: initially, there is a direct partnership between the resident and the unit leader or other staff member (largely independent of other staff members) in planning, carrying out, and evaluating performance of a task; subsequently, planning and evaluating assistance only are given; and finally planning, implementation and evaluation are carried on independently by the resident.

This arrangement uses the resident's and the supporting teacher's time well. However, the resident does not perform all the tasks that the experienced teacher does. Thus accommodation needs to be made for the numbers of pupils, groups, and parents with which the resident works. For example, if other teachers have three reading groups, he may have two; he may be responsible for reporting to fewer parents.

The Teaching Intern

The intern of one semester is usually assigned to one unit for the entire semester. The intern of two semesters is usually assigned to two units, changing from one to the other at the end of the first semester. This works best when at least two interns are in the same school. A larger

I & R unit may readily incorporate two interns per semester. Thus, a school of about 700 students enrolled in five units may have 10 semester interns each semester, 20 during the year.

Preinternship observation and participation may also be carried out effectively in the multiunit school. This should probably not be done in any unit where there is already an intern. The preservice teacher education function must not be permitted to overshadow the instructional improvement and the research and development functions of the unit. Caution must be exercised so that many personnel from different teacher education or other institutions do not divert too much time and attentiion of the staff from the program of individually guided education for the students.

The intern engages in professional activities, not in routine or clerical duties. The latter are performed by the instructional secretary and/or aide. The intern participates in the workshop preceding the opening of the school term, thus securing an overview of the specific instructional, preservices, inservice, and research and development functions performed in the unit. Also, the intern becomes acquainted with the roles of the various unit and building personnel.

In connection with the instructional program, the objective is for the intern to engage at first in observation and minor participation but to move rapidly to full responsibility at a level similar to that of a beginning certified teacher. A well-prepared intern, who has had preservice participation in a school and in a building workshop before the opening of school, may assume full responsibility for one-to-one, small-group, and class-size activities within two weeks after the opening of school. The intern does not assume decision-making responsibilites for the instructional program of the unit as do the unit leader and experienced teachers. However, the intern does execute decisions and also participates in unit meetings.

One major attraction for the intern in the MUS-E is participation in a development or evaluation activity. As described earlier, a unit may be involved in relatively elementary but significant development or evaluation of curriculum materials and instructional procedures or in more sophisticated experimentation. Teacher education institutions or other agencies assist smaller schools that do not have within-system capability for initiating relevant development activities in the unit.

The Instructional Aide and Secretary

The two main classes of noncertified members of units are instructional aides and secretaries. The wide use of their abilities and previous background is the responsibility of the unit leader in cooperation with the principal and the unit staff. The instructional secretary performs a number of clerical responsibilities such as keeping attendance records, collecting and keeping records of special money from the students, duplicating materials, making lists of pupil supplies, typing, and filing.

The precise responsibilities of the teacher aide vary greatly and are directly related to the background of training and experience of the aide. For example, the aide with a college degree in a subject field such as science will perform functions different from the high school graduate who has had no working science after the ninth grade. Even though no common set of specific activities can be prescribed, there are some areas in which aides can participate. They may perform many housekeeping chores connected with lighting, ventilation, cleanliness, instructional materials, supplies, chalkboards, plants, etc. Also, an aide may provide assistance to children in caring for clothing, moving from one part of the building to another, or receiving attention from a specialist such as a nurse or social worker. Lunchroom and playground activities may also utilize the service of an aide. With regard to individually guided education, teachers have found aides especially helpful with one-to-one, small group, and independent activities.

SMOOTHLY FUNCTIONING UNITS

The smoothly functioning units described here are located in a unified district of 150,000 population. The district of forty elementary schools encompasses an industrial city and a portion of the county. Of these forty schools, nine are classified as center-city with the remainder as outer-city.

A Primary Unit

This unit is located in a school with a 90 percent black population. The school building is of 1920 vintage and has been remodeled to add a small library--IMC (instructional materials center). The gym is used as an all-purpose room and for large-group instruction. The primary unit includes children from the traditional first and second grades and has six teachers and a unit leader, one full-time aide and 150 children. System policy supports this low pupil-teacher ratio in center city areas.

The unit leader has special competence in reading and has attended summer sessions and ongoing inservice work in group leadership and curriculum development.

The unit plans during two one-hour blocks each week and shorter periods at noon or after school as the need arises. Cooperative planning is carried out in science and social studies with individualized programs in reading and mathematics. An annotated exemplary daily schedule for this unit follows. Reading is the area of concentration and the staggered morning schedule allows for small reading groups and individual attention since only half of the children attend between 8:00 and 9:00 and 10:30 and 11:30 a.m.

Released time for teachers and the unit leader is gained in a number of ways. For example, the unit leader along with the aide conducts one large-group instructional period each week. Also, four teachers in the unit can conduct the science program, freeing the remaining teachers to work on other material.

PRIMARY UNIT

EXAMPLE OF DAILY SCHEDULE

8:00-9:00	Reading, section I
9:00-9:30	Reading-language arts Sections I and II
9:30-10:00	Large-group activity All students in unit (conducted by unit leader)
10:00-10:30	Reading-language arts Sections I and II
10:30-11:30	Reading, section II
11:30-12:30	Noon hour
12:30-1:30	Music, art, physical education, library
1:30-2:00	Science or social studies
2:00-2:40	Math
2:40	Dismissal of students
2:50-4:00	Teacher time: Unit planning two days of week; rest of time for preparation, workshops, etc.

HOW IT WORKS

Staggered scheduling brings half of the 150 children to school from 8:00-10:30 (Section 8) and the other half from 9:00-11:30 (Section II). This allows six teachers and unit leader to work with smaller groups at any one time. Schedules are worked out with parents, almost all of whom work, with amazingly small resistance.

Separating reading-language arts activities into two 30-minute blocks with large group activity between allows teacher released time.

- - - - - - - - - - - - - - - - - - -

Rotating music, art, physical education, and library in 30-minute blocks (except art, which is 60 minutes) puts all students in each of four areas within a three-day period. There is opportunity here for teacher released time, too.

Science and social studies alternate in 30-minute blocks taught in heterogeneous ability, nongraded groups by all six teachers

Math is taught by six teachers and the unit leader to 150 students grouped by ability across the unit.

Volunteers in the form of student aides from a nearby college have been utilized very successfully in this unit, particularly in working with children on a one-to-one and small-group basis.

Intermediate Unit

This unit is part of a school which is housed in a 100-year-old building which has been remodeled to accommodate minimal library and learning center facilities. The unit has a unit leader, six teachers, a half-time aide, and 140 children from traditional grades three and four. The building population is about 60 percent black and 40 percent white in an inner-city area. This unit plans a minimum of two hours per week in a single block with additional short meetings needed. In assignment of duties, special attention is paid to teacher strengths in terms of subject matter expertise (including aesthetics), motivational techniques, and teaching style. Released time for the unit leader and teachers is developed through cooperative planning and scheduling.

A special project of this unit has an individually guided intensive reading plan for the 16 children in the unit with the most severe reading problems. These children spent up to two and one-half hours per day in different kinds of reading activities. A typical morning schedule for these children follows.

Typical Morning Schedule for Intensified Reading

8:15-8:45 Adult works with children using Dolch flashcards introducing five new Dolch words each day. After he works with these words for a few minutes, the child receives seat work. When he has finished this work, he gets a phonics practice card and works at his own rate recording his score on his own record sheet.

While children are working independently, each child has a conference with the teacher, reading from the Bank Street story he is on at the time. The teacher records problems of reading skills in the individual's folder, discusses corrective measures, and records words he misses in the folder for practice at the next conference.

8:45-9:00 Adult presents phonics lesson to the group using "Reading Instruction for Today's Children" by Smith as a guide. Adult assigns a worksheet or board work on the concept for the day using "Phonics We Use" if it relates to the concept. Each child has his own copy of this book.

9:00-9:40	Adult presents reading skills based on "My Family" series of worksheets. Children take these sheets to a teacher for correction when finished. After correcting errors, each child continues working on his Bank Street book at his own rate, reading the story and completing the worksheet that goes with it. After he completes and corrects each worksheet, the child puts a red star after his name on the chart.
10:05-10:15	Adult conducts handwriting lesson with the group.
10:15-10:45	Children work independently in programed reading. Adults assist them and record test scores on record sheets in folders.
10:45-10:55	Children play reading games from Lyons and Carnaham kit when they have completed the daily assignment.

The progress of this group in the span of a year was dramatic. By January, children who had been nonreaders in September were reading with expression and correcting themselves as they read in preprimer and primer books. By spring, one boy who had been a near nonreader in September and who had only five of the first twelve words on the Dolch primer list correct in November was sounding out words independently. He completed the Dolch primer list and was able to go on to the first grade list.

Another student went from zero to one hundred percent achievement on the D-Inventory of the Botel phonics inventory and his scores on the *Stanford Diagnostic Reading Test* also showed remarkable increases. Another who was below average in every subtest but one on the Stanford test in November went up to the average area in every subtest but one by May.

Almost every child showed improvement on every instrument used for testing, though not all of the 16 reached their own grade level by June. Understandably, for some children, reaching their grade level would have meant jumping from 1.0 to 5.0. Teachers noted the frequency of such comments from the children as "This is easy now," or "I like reading now."

Social studies was also emphasized for cooperative planning and teaching in this unt. Here activities appropriate to the children of the school included several special events. For instance, at the end of a unit on corporations for which children formed their own companies, a "market day" was held, during which they sold the products they had produced. Also, a style show for parents and the other children was held at the conclusion of a unit on health and personal grooming.

Volunteers (high school students, mothers, others), aides, and student teachers as well as teachers were involved in the instructional program of the unit.

Upper Unit

This unit is located in a modern building with classrooms opening into a large well equipped learning center with an adjacent library. The population of this outer-city school building is 95 percent white. Children from traditional grades five and six make up the unit. There are a unit leader, five teachers and one aide with 160 children. The unit staff plans and teaches cooperatively in the area of reading, social studies and science. The *Wisconsin Design for Reading Skill Development* (WDRSD) under a computer-managed system is utilized to identify student mastery and nonmastery of reading skills and as a basis for forming groups for skill teaching. After completing the learning program designed to help the children learn a particular skill, students are reassessed to determine their progress.

In the areas of science and social studies, one technique utilized to promote programing for the individual student was to alternate blocks of science and social studies through a modified contract approach. Four teachers could handle the 160 students in initial introductory seminar sessions at the beginning of the three-week block and during the individual work on the self-selected contracts.

When writing the contract, the teachers first decide what content concepts they want the children to learn. Then they write a behavioral objective for the concept content, and from this objective, a contract prescription to help the student accomplish the objective. The prescription includes assessments (pre and post), suggested readings, questions, exercises, experiments, and projects. The instructions also suggest resources such as books, tapes, filmstrips, manipulative apparatus, films, overhead projector transparencies, slides, all of which are found in the instructional materials center (IMC).

One topic presented under the contract system was geology. Two of the six teachers identified 40 geology concepts and prepared contracts for 20 of them. While most students worked entirely independently, they could ask for an individual conference and/or redirection from a teacher or aide when they encountered problems. Students who had difficulty working alone were assigned to work with another student part of the time.

Major concepts were introduced to large groups in 20-minute sessions twice a week. During the three-week period, students worked 75 minutes every day (including large-group instruction) on geology. When a student finished a contract, his work was corrected and a teacher often gave him an oral quiz.

Students could choose freely from among the 20 geology contracts and work them in any order they wished. All students were expected to complete 10 contracts with more able ones completing 15 to 20 during the three-week block. Behavioral objectives were not written on the student contracts, but were coded for teacher reference.

A block on United States geography followed the geology block. Concepts were classified into four areas: topography, location, climate and natural resources. A separate set of contracts, each to be completed in four days, was prepared for each area.

Since only four of the six teachers in the unit were needed during these time blocks, the other two teachers were freed to develop plans and materials for individually guided education in other areas.

Teachers, aides, the librarian and unit leader were involved in the instructional program.

CHAPTER 4

Instructional Programing In Reading

The Wisconsin Design for Reading Skill Development

- The Outline of Reading Skills
- Objectives of the Design
- Assessment Materials
- Instructional Resources
- Individual Skill Development Records

Application of the Instructional Programing Model to Reading

Curriculum materials are one essential component of IGE. The Wisconsin Research and Development Center is currently developing materials which are particularly appropriate for use in multiunit schools implementing individually guided reading. Of the materials now under development, the *Wisconsin Design for Reading Skill Development*, a comprehensive program for the elementary school years including kindergarten, is currently being field tested and is expected to be widely available by 1972.

In this chapter the *Design* will be described first to establish the context in which the instructional programing model is applied in reading.[1]

THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

Developed by Professor Wayne Otto and his staff, the *Wisconsin Design for Reading Skill Development* is a system for elementary school reading instruction. The *Design* provides both a structure for an elementary school reading program, and the means for carrying out reading instruction according to the instructional programing model. The structure is provided by an outline of reading skills and associated behavioral objectives; the means for implementing the instructional programing model is provided by assessment and resource materials and by recordkeeping procedures. Instructional materials per se are not provided--the choice of these being dependent upon local school needs and characteristics of individual pupils. By not providing instructional materials, the school can utilize the many material resources it already has available for reading instruction. Also, flexibility is provided for the adopters to make local or neighborhood adaptations.

THE OUTLINE OF READING SKILLS

The "Outline of Reading Skills" is the foundation upon which the entire system is built. It is essentially a scope and sequence statement of reading skills for kindergarten through grade 6. The skills included are, by consensus of reading specialists, considered essential to reading development the elementary school. The skills included in the outline are grouped in six major areas:

I. Word Attack Skills
II. Comprehension Skills
III. Study Skills

---

[1] The information in this chapter draws heavily on materials published by the staff of the R & D Center's Reading Project, and particularly upon the Wisconsin Design for Reading Skill Development, *Rationale and Guidelines*, by Wayne Otto and Eunice Askov.

IV. Self-Directed Reading Skills
V. Interpretive Reading Skills
VI. Creative Reading Skills

Each area is subdivided into four to seven levels which correspond roughly to grade levels given in table 1. Three to twenty skills are placed within each level of an area.

Table 1

Skill Areas and Traditional Grade Equivalents Included in the Wisconsin Design

Skill Area	Level				
	K	1	2	3	4-6
Word Attack	A	B	C	D	---
Comprehension	A	B	C	D	E
Study Skills	A	B	C	D	EFG
Self-Directed Reading	A	B	C	D	E
Interpretive Reading	A	B	C	D	E
Creative Reading	A	B	C	D	E

Taken together, the skills in the six areas included in the outline amount to an operational definition of reading that is broadly based.

Objectives of the Design

Objectives associated with the *Design* are an elaboration upon the "Outline of Reading Skills." For each area and for each skill, respectively, broad general objectives and discrete behavioral objectives have been developed. Both serve to communicate precisely the expectations which are held for the pupil participants. As facilitators of communication,[2] objectives at both levels should be used by the staff in planning and evaluating instruction, and in motivating children and reporting to parents.

---

[2] For more information on how objectives are used in communication, see Mager, Robert F. *Preparing Instructional Objectives,* Fearon Publishers, Palo Alto, California, 1962; and the film "Tuesday," developed by /I/D/E/A/, an affiliate of the Kettering Foundation.

Two examples will provide illustrations of *broad educational objectives* associated with areas of the program. For the Word Attack area, the goal most simply stated is as follows:

> The child who has acquired all the skills in the Word Attack outline will independently attack phonetically and structurally regular words, and will know on sight common irregular words (the Dolch list).

For Study Skills, the anticipated terminal outcome is as follows:

> The pupil upon completion of the program will use study skills to locate and derive information from the standard reference sources as well as from maps, graphs and tables.

These broad objectives can be further refined in terms of the local situation and characteristics of the student population. For instance, a school in an urban fringe with students whose ability as measured by intelligence tests is typically above average, might project that 75 percent of its children would achieve the Word Attack objective by age 9, 90 percent by age 10, and 100 percent by age 12. A center-city school, on the other hand, might aim for a much smaller proportion of the children to complete various aspects of the program by the given ages. As a guide in helping schools set realistic objectives, the developers have suggested that 95 percent of average or above average learners should complete the Word Attack program before or during their fifth year (fourth grade) in school, and that 95 percent of learners below average but without other handicaps should complete the program by the end of their seventh year (sixth grade) in school.

Behavioral objectives are currently associated with each skill in the first three areas of the *Design*. For example, in Word Attack the objectives for two Level C structural analysis skills, "Base Words with Prefixes and Suffixes" and "More Difficult Plural Forms," are as follows:

> *Base Words and Prefixes and Suffixes:* The child demonstrates his understanding of how base words are modified by prefixes and suffixes by adding or selecting appropriate affixes to root words in context. Given a root word he adds or selects affixes to complete a sentence. For example, an umbrella is (use) on a rainy day. The child selects the appropriate affix for the word in the sentence.

> *More Difficult Plural Forms:* The child is able to select singular and plural forms of words. For example, mice, lady, children, dresses, circus.

Notice that the objective specifies what the child is to do when he has attained mastery. Objectives written at this level of specificity serve to guide the teacher in selecting or devising appropriate learning activities and in assessing the child's skill development.

Assessment Materials

Both formal and informal assessment devices have been developed to allow for systematic assessment of a child's skill development as he enters the program and subsequently acquires additional skills.

The formal exercises are pencil and paper tests known as the *Wisconsin Tests of Reading Skill Development.* Available in two parallel forms, these tests permit group administration, and in booklet form are machine-scorable. Booklets are comprised of the tests associated with the skills within a particular level and area--for example, Word Attack Level C. The same tests are also available as separates--that is, the test for the objective "More Difficult Plural Forms" is available in single sheet format, and as such is hand-scorable. This format is particularly useful following skill instruction. The following points serve briefly to characterize the nature and function of the *Wisconsin Tests of Reading Skill Development:*

1. There is a separate, self-sufficient test for each skill. Thus, a single exercise may conveniently be administered at a sitting or any combination of exercises may be put together as needed. The teacher is free to make decisions based upon his knowledge of the individual pupils involved and of the total situation.

2. Time limits for the administration of the test are not imposed and examiners are encouraged to respond to pupils' queries regarding directions and unknown words in the tests. The attempt is to focus upon pupils' performance of the task at hand and not upon their ability to accept task constraints or their willingness to respond at a certain pace. The tests are not "standardized" in the conventional sense; but of course they were administered under generally standardized conditions when the technical data needed from their construction were gathered.

3. There are no group-referent norms for the specific tests. Each test has a criterion referent--i.e., behavioral objective--and individual performance is evaluated in terms of criterion behaviors rather than comparisons to group performance. Ideally, then, a pupil would be expected to respond correctly to all of the items in any given tests. In recognition of measurement limitations and situational variables, however, an 80 percent criterion is suggested.

4. Each of the tests has demonstrated reliability at a reasonably high level. In general, the reliability coefficients are .80 or better. With regard to validity, each test is compatible with the criterion referent provided by the behavioral objective.

5. The number of items in each exercise--generally 10 to 15--was determined in view of (a) reliability coefficients obtained in tryouts of varied numbers of items, and (b) the behavior sample called for by the objective. Each exercise is as brief as consideration for reliability and validity permits.

6. Each test is appropriate for individual as well as group administration. However, group testing is probably most appropriate when implementaion of the *Design* is begun and at fairly widely spaced intervals thereafter, e.g., yearly. The tests can and should be used with individuals at any time that formal assessment of any given skill is felt to be desirable.

While formal tests have been devised for most of the specific skills in the areas of Word Attack, Comprehension, and Study Skills, behavior with respect to certain objectives could not adequately be sampled by a relatively brief pencil and paper exercise. For these instances particularly, the "Guides to Informal Individual Skill Observation" are useful. Available as a document separate from the other assessment materials, the guides provide directions for observing an individual pupil or for carrying out a brief performance test.

To augment the pencil and paper tests, guides have been provided for all skills in Word Attack, Comprehension, and Study Skills. Many of the assessment procedures can be carried out by teacher aides or volunteers.

Instructional Resources

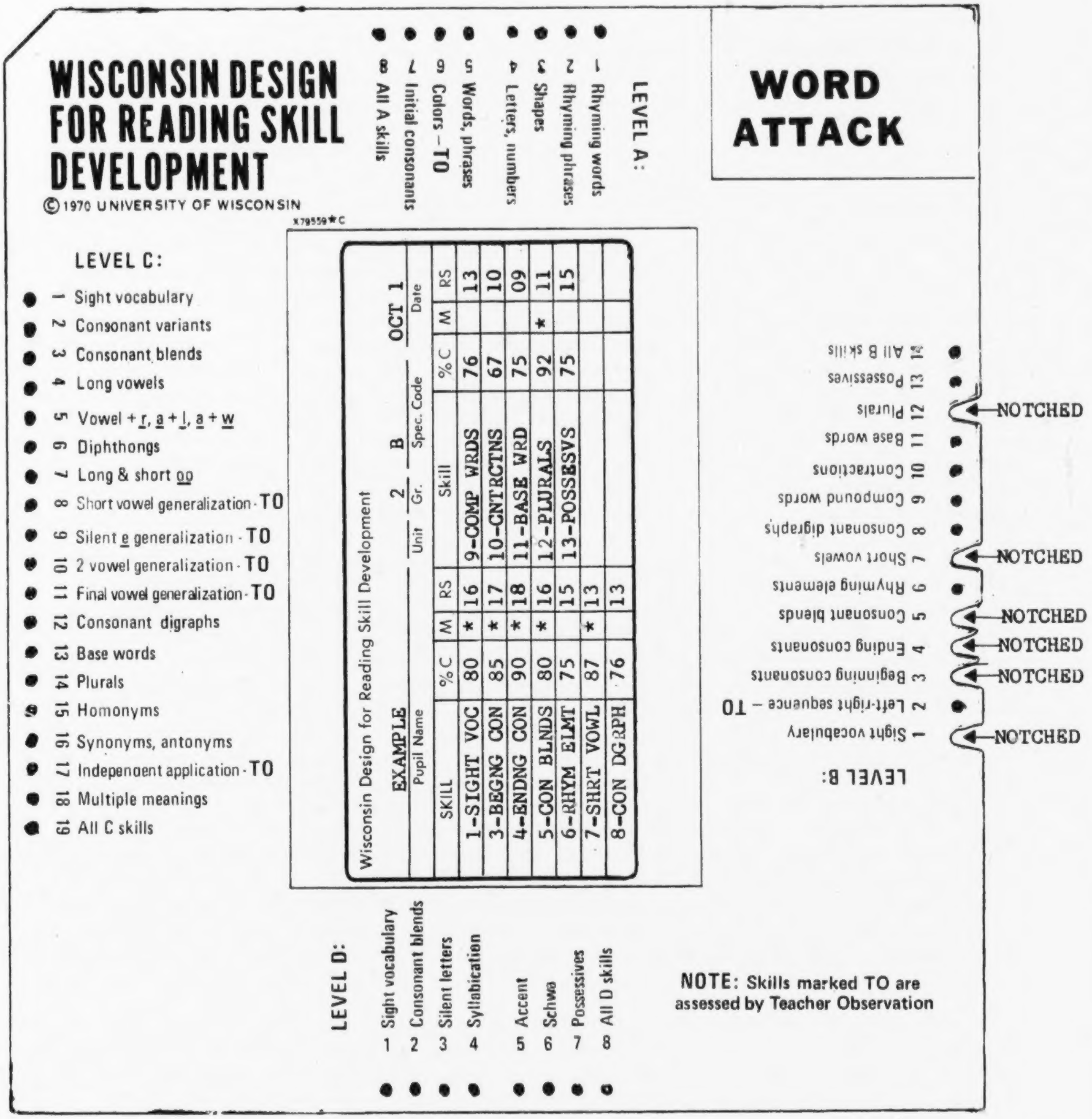
The means for organizing existing materials and teacher-directed activities is provided by the "Teacher's Resource File." The "Outline of Reading Skills" provides the framework for organizing the materials and activities. Given a skill in the outline, published materials and techniques have been keyed to that specific skill. The resource file provided, however, is best considered as a starter file which should be augmented through local efforts. A well-developed local file provides the teaching staff with a rich set of resources from which to select materials for a given group or child.

Individual Skill Development Records

Several alternative mechanisms for keeping current records of individual pupils' skill development status have been worked out. While the specifics differ, the purpose of each record is to provide for pupil accounting in the management of the *Design*. As the repository for individual pupils' skill development data, the records function also as the data base for forming skill instruction groups.

Of the several mechanisms that have been developed to expedite pupil accounting, the "Individual Reading Skill Development Record" was developed first and has been used most widely. Perhaps the strongest appeal of the record is its simplicity. It is simply a file folder on which the entire "Outline of Reading Skills" is printed. For each skill a space is provided for the teacher to (a) indicate when, in his judgment, the skill is adequately developed at a given difficulty level, and (b) indicate the time and the outcome of at least one subsequent recheck. Thus, in a school where the *Design* is implemented, a record is started for each pupil when he begins kindergarten and it is kept current through completion of sixth grade.

SAMPLE PUPIL PROFILE CARD



WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

©1970 UNIVERSITY OF WISCONSIN

X79559★C

WORD ATTACK

LEVEL A:

- 1 Rhyming words
- 2 Rhyming phrases
- 3 Shapes
- 4 Letters, numbers
- 5 Words, phrases
- 6 Colors – TO
- 7 Initial consonants
- 8 All A skills

LEVEL B:

- 1 Sight vocabulary ←NOTCHED
- 2 Left-right sequence – TO
- 3 Beginning consonants ←NOTCHED
- 4 Ending consonants ←NOTCHED
- 5 Consonant blends ←NOTCHED
- 6 Rhyming elements
- 7 Short vowels ←NOTCHED
- 8 Consonant digraphs
- 9 Compound words
- 10 Contractions
- 11 Base words
- 12 Plurals ←NOTCHED
- 13 Possessives
- 14 All B skills

LEVEL C:

- 1 Sight vocabulary
- 2 Consonant variants
- 3 Consonant blends
- 4 Long vowels
- 5 Vowel + r, a + l, a + w
- 6 Diphthongs
- 7 Long & short oo
- 8 Short vowel generalization - TO
- 9 Silent e generalization - TO
- 10 2 vowel generalization - TO
- 11 Final vowel generalization - TO
- 12 Consonant digraphs
- 13 Base words
- 14 Plurals
- 15 Homonyms
- 16 Synonyms, antonyms
- 17 Independent application - TO
- 18 Multiple meanings
- 19 All C skills

LEVEL D:

- 1 Sight vocabulary
- 2 Consonant blends
- 3 Silent letters
- 4 Syllabication
- 5 Accent
- 6 Schwa
- 7 Possessives
- 8 All D skills

NOTE: Skills marked TO are assessed by Teacher Observation

Wisconsin Design for Reading Skill Development

Pupil Name	Unit	Gr.	Spec. Code	Date
EXAMPLE		2	B	OCT 1

SKILL	%C	M	RS	Skill	%C	M	RS
1-SIGHT VOC	80	*	16	9-COMP WRDS	76		13
3-BEGNG CON	85	*	17	10-CNTRCTNS	67		10
4-ENDNG CON	90	*	18	11-BASE WRD	75		09
5-CON BLNDS	80	*	16	12-PLURALS	92	*	11
6-RHYM ELMT	75		15	13-POSSESVS	75		15
7-SHRT VOWL	87	*	13				
8-CON DGRPH	76		13				

Figure 3

Individual Card for Card-Sorting Scheme

While the individual record folder has the positive qualities of simplicity, economy, and multiple functions, its main disadvantage is that it is unwieldy when a number of folders must simultaneously be scanned and their contents assimilated in order to form instructional groups. The alternatives to the folder have been developed mainly in response to this disadvantage. Three alternative approaches to pupil accounting that have been tried and found workable are presented here.

The simplest, which is in fact an adaptation of the record, is a classroom chart. Pupils' names are listed on the vertical axis of a large sheet of paper and skills are listed on the horizontal axis. Lines drawn between names and between skills form boxes which can be checked off or fill in as pupils acquire the skills. Thus, by scanning a classroom chart that contains current information, a teacher can quickly spot individuals' skill development gaps and the existence of common skill development needs as a basis for grouping. The classroom chart idea can, of course, be adapted in a number of ways: It can be expanded to include pupils in a unit or grade level--or to include as many skills from as many areas/levels as can be handled in a given situation. It can be blown up in size to become a wall chart, highly legible and easily accessible to both pupils and teachers.

Another approach is a card-sorting scheme that is both economical and efficient in use. The basic skill development record for each pupil is kept on a card like the one shown in figure 3. All of the Word Attack, Comprehension and Study Skills from the "Outline of Reading Skills" can be represented on the card with a hole at the edge of the card for each skill. The card is notched to open the hole assigned to a given skill when the pupil has been judged to have demonstrated adequate skill development. Thus, a pupil's skill development record amounts to closed holes for skills that need development, and notched, or open, holes for skills that have been developed. To identify pupils with common skill development needs, the teacher selects a given skill, passes a skewer through the appropriate hole in a stack of cards, and shakes off the loose cards. The cards that remain on the skewer belong to pupils who need to work on the skill. The principal advantage of the card-sorting scheme over the classroom chart is inherent in the fact that the cards can be used year after year, whereas the charts must be remade as individuals progress to higher level skills. Furthermore, when a child moves, his card can simply be pulled and inserted into his cumulative folder.

Finally, a computer-assisted approach to pupil accounting offers much promise for the future. The approach, as it has been implemented in a field tryout, requires access to a centrally located computer and a teletype terminal for each participating school building. In operation, the individual pupils' actual scores (in terms of percentage of items correct) on the *Wisconsin Tests of Reading Skill Development* are deposited with the central computer. The computer can then be queried with regard to pupils' performance related to any given skill or combination of skills and a response is given via the local teletype terminal. If, for example, the query requests identification of all pupils who failed to attain an 80 percent criterion for a given test, then the names of the pupils are printed out by the local teletype and the pupils listed are all candidates for a skill development group. The query can, at the discretion of the operator, set different criterion levels for performance--e.g., 70 percent, 90 percent--and/or include more than one skill--e.g., 70 percent or better on Skill 1, but less than 80 percent on Skill 2, etc. Thus, criterion levels of performance can be adjusted in line with local conditions and expectations, and priorities for including pupils in given groups can readily be established. The latter is particularly desirable because, given two pupils with a common skill deficiency, one may be ready to proceed with that skill while the other may need first to develop certain prerequisite skills.

APPLICATION OF THE INSTRUCTIONAL PROGRAMING MODEL TO READING

The structure and materials provided by the *Design* enable a school staff to readily implement individually guided education in reading through application of the instructional programing model. This model was initially presented in chapter 2. The reader will no doubt need to refer to page 13 to follow the various steps in the sequence. In this section we will specifically apply the model to Word Attack instruction in the middle elementary school years, and see how it enables us to plan and carry out instruction for a unit comprised of 150 pupils in their fourth and fifth years of school (formerly grades 3 and 4). The unit in the example is staffed with a unit leader, three teachers, an intern and a teacher aide. The school in the example has a range of student abilities with typical achievement on standardized tests being close to grade level.

In Step I of the instructional programing model, educational objectives are adopted or developed for the student population of the building. Ordinarily the broad objectives are agreed upon by the instructional improvement committee (IIC). Earlier in the chapter, the terminal objective for Word Attack was presented. An IIC adapts such a broad statement to the immediate school situation, and may set target dates for subpopulations in the building to complete the program, thereby achieving the terminal objective. The subpopulations of interest may be identified by age and ability. For instance, the broad objectives for Word Attack might be stated in performance terms as follows:

1. Ninety percent of pupils whose measured ability is above average (IQ >110) will be independent in Word Attack with respect to phonetically and structually regular words by the end of the fourth year in school.

2. Ninety-nine percent of such students will achieve independence by the end of their fifth year in school.

Other performance objectives would be developed for children of other ability levels. These objectives are communicated to the unit staffs for review and serve to focus attention on schoolwide priorities. For the unit in our illustration, these objectives imply the rate or pacing at which the skill development of students of different abilities should progress.

The first task the unit faces in actually implementing the reading program is explained by Step II of the model. The comprehensive nature of the general objectives suggest that only some of the specific objectives subsumed are appropriate for children in a particular unit. In our middle unit, Level B skills might be the correct placement for a very small proportion of the children. Most children of ages 8 through 10 would be placed in Levels C or D or would have completed the program. In initiating the program, an estimate of placement is made by teachers, based on reading progress to date in basal or other programs and on standardized tests. This estimate will be confirmed or revised by the assessment associated with Step III.

While Step III calls for a variety of assessment procedures, the single most helpful instrument for users of the *Design* is the test booklet corresponding to the teachers' judgment about an appropriate level for each individual child. Thus, at his level, each pupil is pretested for mastery or nonmastery of a variety of Word Attack skills including phonetic analysis, structural analysis, and sight vocabulary. The student's skill repertoire is determined and his skill deficiencies pinpointed by establishing a criterion level for performance on each skill test. In the *Design* an 80 percent criterion level for mastery of skills is recommended.

The mastery information is recorded in usable form on one of the individual skill development records described above. At this point, one is ready to plan instruction for individual students.

Step IV in the model coincides with the first step in short-term planning. A suitable objective is selected for each child's instructional program in the days immediately ahead. Selection of an objective for a particular child is not done without regard to information about other children's needs. Efficiency in instruction is assured at this point in the model by allowing the choice of an objective for each child to be made in the context of group information and availability of staff. The number of objectives that the instructional staff can handle well is first determined. Groups are formed to teach skills for which a number of pupils are ready. Only a few skills which individual or very small groups need can be taught at the same time to very young children. For example, in implementing the *Design* in our unit for eight-to ten-year-olds, the choice of skills for each child might be made in the following manner.

1. The staff of five teachers can handle nine skills. Each experienced teacher will develop instructional programs for individual children in two different skill areas, and the intern will have responsibility for only one skill area.

2. The children in the unit have mastered as few as nine and as many as 43 skills. (There are 45 skills in the entire Word Attack program.) This means their instructional progress spans, as estimated, Levels B to D of Word Attack. Most children need to attain skills in either Levels C or D. Accordingly, it is decided to select one Level B skill, four Level C skills and four Level D skills. One of the Level D skills will be a skill no child in the unit has yet mastered. This latter selection assures placement of each child in at least one group.

3. Skill groups are formed from the most elementary to the most advanced skill, so that a child is placed in a group dealing with the most elementary skill which he has not mastered.

4. If a given skill group is large, it may be split into two groups--one of near-mastery and one of pupils with lower competency with respect to the skill.

5. Teachers are assigned to skill groups on the basis of their expertise and interest in teaching the skill, and to a lesser degree on the sizes of the skill groups. (One teacher wouldn't be assigned the two largest groups, for instance.)

The preceding steps seem somewhat mechanistic, but are workable and allow for flexibility. There is not necessarily a unique skill group in which to place a child. If the child works better with Teacher A or away from Johnny X, he may be shifted from the group to which he originally is assigned. Notice that these decisions are best carried out by a group of professionals jointly agreeing regarding both staff and pupil assignments.

Designing and implementing the learning program, Step V in the model, is usually handled by an individual teacher taking into account the suggestions of other professionals. Grouping may again be done within the common-objective groupings established in Step IV. In second-stage grouping of children, more precise choices are made in which pupils are matched to materials, with consideration given to their present skill development, rate of learning and preferred learning learning styles. Let us consider, for example, the skill "Base Words with Prefixes and Suffixes." The teacher begins her planning by surveying the "Teacher's Resource File" to determine the specific content subsumed by the skill. Errors on the preassessment test may be analyzed by categorizing them, or a more detailed teacher-developed test might be administered. It might be found, for instance, that all but three children knew the common prefixes, and that the chief difficulties lay with suffixes. Here again, near-masters might be having difficulty with exceptional forms calling for doubling of letters and changing of y's to i's. This kind of analysis might suggest that the teacher work with the entire group on suffixes and then break into smaller groups as shown in figure 4.

The small groups are formed in this instance according to content considerations. From day to day, the teacher, in all probability, will need to work individually with several students having difficulty.

Another approach that could have been taken would involve consideration of each pupil's learning style. Looking at the resources for the skill "More Difficult Plural Forms," one sees that filmstrips and audio tapes as well as printed materials are available. After a general introduction, the teacher may want to split the group in order to work with various materials. This may be necessary, even if learning style is not a consideration. Only a few earphones, for instance, may be available.

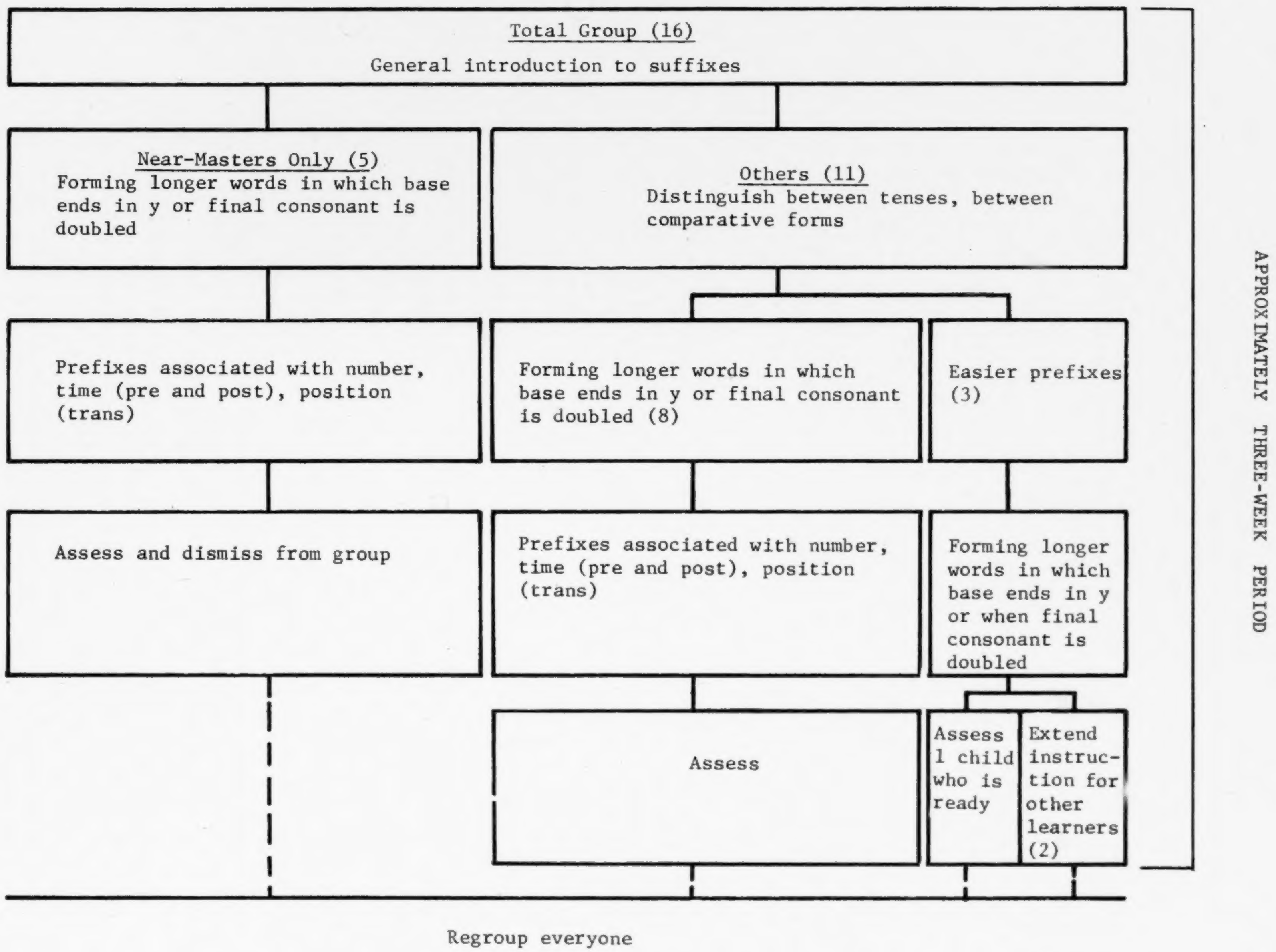

Total Group (16)
General introduction to suffixes
Near-Masters Only (5)
Forming longer words in which base ends in y or final consonant is doubled
Others (11)
Distinguish between tenses, between comparative forms
Prefixes associated with number, time (pre and post), position (trans)
Forming longer words in which base ends in y or final consonant is doubled (8)
Easier prefixes (3)
Assess and dismiss from group
Prefixes associated with number, time (pre and post), position (trans)
Forming longer words in which base ends in y or when final consonant is doubled
Assess
Assess 1 child who is ready
Extend instruction for other learners (2)
Regroup everyone
APPROXIMATELY THREE-WEEK PERIOD

Figure 4

An Example of Ad Hoc Grouping Within an Objective Based Group

In the best situations, then, grouping occurs at least twice at Steps IV and V. In the first instance, the group is the set of children identified to work on a common objective. This group may be large, medium or small in size. It may be the sole responsibility of a single staff member, may be the joint responsibility of several staff members including aides, or may be one of several concurrent responsibilities of a teacher. Analysis of the content may suggest logical ways of grouping children. An inventory of materials available may unearth a rich or a poor supply--the outcome will in part determine whether learning style differences can be accommodated. Assuming that there is a variety of materials and flexibility in the use of space and auxiliary staff, the staff may create different learning modes, including one-to-one, independent, and the various kinds of small group interaction within the original group, which then becomes simply an organizational entity.

The sixth step of the model involves assessment of students for attainment of objectives. It may be inferred from figure 4 that children with a common skill deficiency are assessed as they are ready, in the teacher's judgment, to move on. If the child attains the objective (that is, if he meets the 80 percent criterion level on the post-assessment), then he can move on to new specific instructional objectives. If a child fails to attain the objectives, then there must be evaluation of his readiness and motivation, of the objectives selected for him, and of the type of learning program designed for this particular child. The flowback arrows in the model indicate the points of reevaluation and of reentry.

In practice, units ordinarily regroup all children every two or three weeks; that is, they recycle through Steps IV to VI of the instructional programing model every few weeks. Each child is thus given an opportunity to attain ten or more skills each school year.

In the self-contained classroom most teachers do not have the time to systematically carry out the patterns of instructional programing discussed in this chapter. In the multiunit environment, however, the model is both efficient and practical. On the assumption that quality instruction is conditional upon sufficient planning time, the teaching staff is responsible for a limited number of skills at a given time. The staff teacher, for instance, can focus upon "Base Words with Prefixes and Suffixes," without simultaneously having to plan skill instruction in two to three other reading skills as would the self-contained classroom teacher. The child in our example, rather than fitting into one or three or four reading groups which are homogeneous in a gross sense, has nine opportunities for placement that match his specific needs. By identifying a single behavioral objective which the child will master next, and by organizing the teachers' instructional activities in a manner that provides for the planning and execution of excellent instruction, progress toward the school's general educational goals is assured.

CHAPTER 5

Implementing and Refining IGE

- The Wisconsin Demonstration: First-Phase Installation Model
  - Installation of the Multiunit Elementary School
  - Installation and Maintenance Support
- A Plan for the Nationwide Installation of the Multiunit Elementary School
  - Four Phases of Nationwide Installation
    - Awareness
    - First-Phase Installation Activities
    - Maintenance-Refinement
    - Refinement-Institutionalization
- Agreement Between PACT Schools and the Wisconsin DPI

The multiunit school concepts and practices were developed by the Wisconsin R & D Center and cooperating educational agencies during the period 1965-1970. They are yet being refined and will continue to be modified and refined in order to meet the needs of a changing society, to continue to increase educational opportunities for children, and to make teaching more rewarding as a lifetime career. In this chapter the model developed by the Department of Public Instruction of Wisconsin is described. Then the strategy for moving nationwide from awareness on the part of many school personnel, through a first-year installation process, and eventually the development of on-campus residential programs of education to prepare personnel for the new roles is described.

THE WISCONSIN DEMONSTRATION: FIRST-PHASE INSTALLATION MODEL

In view of all the imperatives for educational change, documented by many authorities, both individuals and institutions, it can be assumed that the only logical approach to effective change for improvement is to identify an appropriate beginning. The traditional age-grading of the learning in a one to twenty-five teacher-pupil ratio produces some serious limitations if not outright conflict with accepted principles of learning. High on the list of priorities is the introduction of an organizational design in our schools which will facilitate an environment for change. The state educational agency in Wisconsin has determined this to be a critical need if our schools are, indeed, to meet the challenges in this day of accelerated change, recognizing, of course, that organizational structure alone is not a panacea for solution of all learner needs, but, as indicated earlier, an appropriate vehicle for initiation of desired change.

After careful consideration of various programs being offered throughout the nation, the Wisconsin Department of Public Instruction in 1968 selected the multiunit school, developed by the Research and Development Center for Cognitive Learning, University of Wisconsin, as having the greatest promise as a facilitative environment for improving learning opportunities at the elementary school level. This design meets all the criteria considered necessary if the desired improvement is to be achieved. Within the unit structure provided, both the instructional and learning components support effective use of time, talent, and effort. Roles are differentiated and opportunities are provided for planning, sharing, and evaluation. Inherent in the design is provision to encourage cooperative effort in teacher education and research activities at the local educational level.

Having identified the multiunit school as a priority of the Wisconsin Department of Public Instruction to receive department-wide support for demonstration and installation, a model was designed to accomplish the mission. Incorporated with the structure is the cooperative involvement of colleges and universities and local school districts with the state educational agency. The Center for Research and Development, University of Wisconsin, serves a resource function. In this framework, all agencies can play an effective role in installing and maintaining the multiunit school in interested school districts.

Essentially the model provides a statewide network of elementary schools, each of which have indicated an interest in and given evidence of a commitment to the introduction of the multiunit concept. Each individual school is attached to a participating college or university to provide the necessary consultative and support help. Consultants and specialists from the Department of Public Instruction join with the colleges and university staff in working with the individual elementary schools. Figure 5 illustrates the network design.

In function, the Department of Public Instruction (DPI) extends an invitation to interested colleges and universities to join the cooperative effort, requesting that appropriate staff be identified to serve as resource personnel to the local elementary schools. Elementary schools which have indicated their interest and commitment are attached to a college or university as their source of assistance along with the state educational agency personnel.

A series of conferences is held each year by the DPI for orientation and training purposes. The first is devoted to orientation of administrators and central office staff of local schools. This is followed with a three-day training session for principals and unit leaders. Pre-school workshops for school staff are held by each participating elementary school for staff developmental and planning activities. College, university, and state educational staff assist in the workshop activities.

Through implementation of this model, elementary schools are given the required assistance for installing and maintaining the organizational design and, in addition, a joint effort of all agencies with the state is fielded for the improvement of education.

Installation of the Multiunit Elementary School

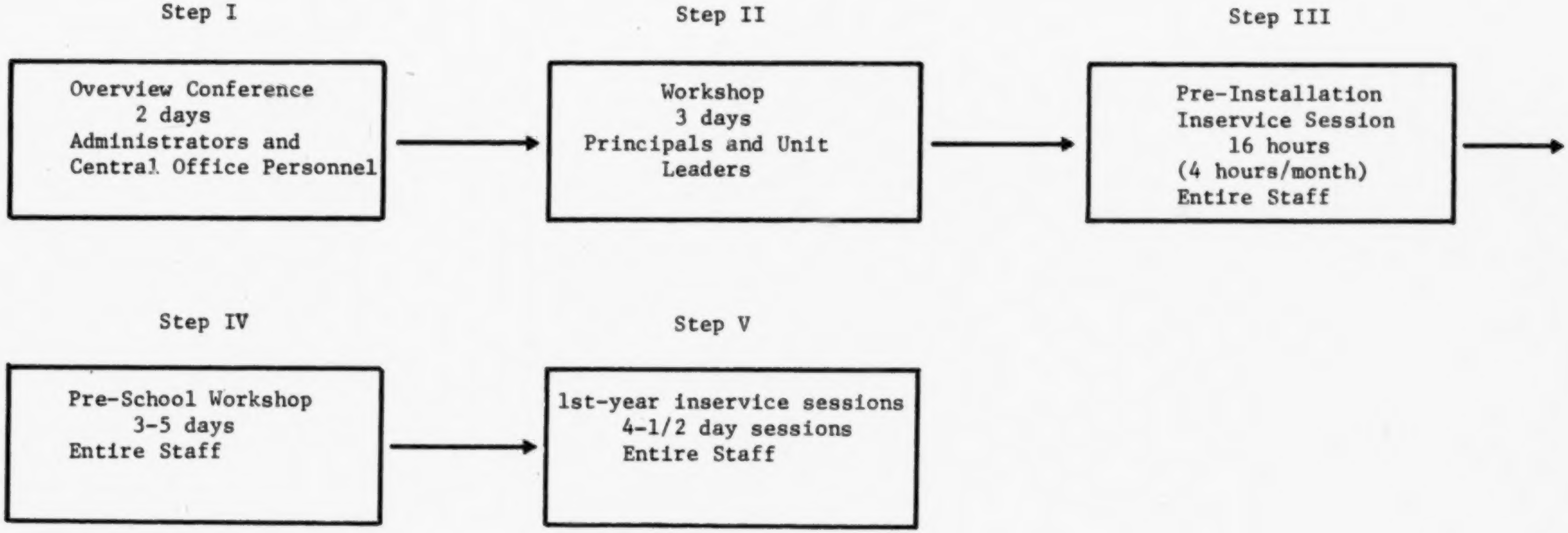
Early in the year (usually November) preceding the anticipated date for introduction of the multiunit elementary school, local school administrators and selected central office personnel of interested school districts are invited to attend an orientation conference. During the two or three days of the conference, participants are involved in a variety of activities designed to develop an understanding of the IGE concepts and the functioning of the MUS-E. All materials available to promote staff and community understanding as well as resources supportive of inservice education are presented and their use described. Conferences are staffed jointly by the Department of Public Instruction, the Wisconsin Research and Development Center, and MUS-E operating school systems.

A chart identifying all components of the orientation conference is included (figure 6, activity 1).

As a result of having participated in the conference activities, attending school personnel can provide the necessary information about the multiunit elementary school program to staff and members of the board of education at

Figure 5

WISCONSIN MODEL STEPS FOR INSTALLATION OF IGE/MUS-E PROGRAM



the local level. Decisions about further participation and definite commitment can now be realistically made. The agreement form used for the introduction of the multiunit design is included at the end of this chapter to indicate the extent of the effort required. The executed agreement is the basis upon which resources of both the state and local education agencies are assigned.

In response to the receipt of agreements from local school districts indicating their decision to initiate the MUS-E program, a principal/unit leader training workshop is scheduled in January or February. The program format followed is essentially a series of activities planned to provide these individuals with the training necessary to perform successfully in a new environment. Experience has identified the principal and the unit leader as the key roles in the differentiated staffing pattern. These roles require specific training for adequate performance. An accompanying chart illustrates the precise activities included and the materials available (figure 6, activity 2).

School districts are now in a position to initiate local programs designed for further staff development and preliminary planning. A minimum of four such sessions is suggested. Personnel from both the Department of Public Instruction and/or participating colleges and universities may be called upon as resource people to work with staff groups.

The principal/unit leader training workshop may be repeated later in the year (April or May) to provide the necessary training for staff in communities where delayed decisions of installation did not permit their earlier involvement. Several of the colleges and universities have provided or are planning to schedule regular summer session programs to support training in staff role differentiation.

The pre-school workshop held immediately prior to the opening of school is considered an absolute necessity. It is during these pre-school inservice meetings that the detailed planning for the introduction of the MUS-E is accomplished. Here again, resource people and consultants may be invited by the school to participate in a consulting role.

The first year of functioning as a multiunit elementary school is a critical one. The success of the program is contingent upon the depth of commitment by the school district to the program, the effectiveness of performance by key staff, and the extent of the preliminary planning accomplished.

Installation and Maintenance Support

With its accepted responsibility to serve in the capacity of a secondary agent in the implementation of multiunit elementary schools in Wisconsin, the Department of Public Instruction has had to respond to the obvious need to supply the required manpower necessary for the installation and maintenance effort in an ever-increasing number of individual elementary schools. This has necessitated a redefinition of role responsibility of

Figure 6

MULTIUNIT ELEMENTARY SCHOOL
ACTIVITIES - INSTALLATION AND MAINTENANCE

Activity	Purpose	Objectives	Procedure	Materials
1. Orientation Conference (2-3 Days)	To acquaint chief school district personnel with MUS-E design and operation	All local school district administrative staff will become sufficiently knowledgeable so as to enable them to give necessary leadership at the local level for information and decision-making. All participants will be able to identify all resource material presently available and recognize their proper use for inservice activities at the local level.	Plenary meetings to: 1) Orientation of concept 2) Orientation to design and functioning Small groups for use of A.V. materials Panel of practioners to describe the concept in operation Film festival (optional) Visitation to selected schools (if time and distance permit)	Transparencies on: concept, design, and dissemination model. 16 mm film, One At A Time, Together I/D E A films, film strips and hard copy material[1] Individually Guided Education in a Multiunit Elementary School - Guidelines I/D/E/A or R & D Center Overview Brochure Agreement to install MES

---

[1] The Institute for the Development of Educational Activities, an affiliate of the Charles F. Kettering Foundation, 5335 Far Hills Avenue, Suite 300, Dayton, Ohio 45429, has developed an excellent multimedia package, based in part on research and development conducted at the Wisconsin R & D Center. The R & D Center also has under development appropriate audiovisual materials directly related to reading and motivation which are useful in portraying IGE concepts and practices.

Activity	Purpose	Objectives	Procedure	Materials
2. Principal-Unit Leader Workshop (3-5 Days	To train local educational agency key personnel in their role performance	All workshop participants will understand the concept and functioning of the IGE design to the extent that they can respond effectively as leaders in in-service activities at the local building level. All workshop participants will receive at least minimal training necessary to have them function effectively in the role assignment.	Large group sessions to: 1) Review the organizational design. 2) Explain the responsibility and function of all components. Panel presentation by practitioners to: 1) Share experiences of operation. 2) Identify items requiring careful planning. Small groups to: 1) Discuss role differentiation and performance 2) Discuss details of introduction and planning. Simulation - 1) Instructional Unit - Staff planning. 2) IIC Film Festival (?)	This book Transparencies-MUS-E Design I/D/E/A or R & D Overview Brochure I/D/E/A Principals Handbook or R & D Center book I/D/E/A 16 mm film, *One At A Time Together* I/D/E/A film strips, Organized for Learning I/D/E/A film *Unit Leader* I/D/E/A Learning Program film strip

Activity	Purpose	Objectives	Procedure	Materials
3. Workshops at Local Level (4 - 1/2 Days over a 2-3 month period-minimum)	To initiate and introduce planning with building staff for program introduction with opening of school	All local building staff members will understand the concept, design, and functioning of MUS-E to the degree that they will be able to plan together effectively.	Staff Meetings to: 1) Discuss concept and organization. 2) Accomplish overall planning.	Individually Guided Education in the Multiunit Elementary School - Guidelines Transparencies
		All local building staff members will be trained in role performance so that they can behave effectively in a cooperative group effort.	Individual - Independent Study Community Meetings	I/D/E/A Principals Kit I/D/E/A Unit Leaders Kit Film - *One At A Time, Together*
		Final decisions will be made for introduction of the organizational design.		Film strips; Organized For Learning; film - *Unit Meeting*
		Community will understand the concept and organization to the extent that they will be able to communicate effectively with the school.		Local developed flyers or bulletins on MES on the local level I/D/E/A Teacher Kit

Activity	Purpose	Objectives	Procedure	Materials
4. Pre-school Workshop (3 days minimum)	To accomplish final plans for opening of school. To initiate preliminary individual instructional unit plans for function during first weeks.	The IMC will be readied with equipment and materials to receive pupils and teachers for independent and small group study activities. All building personnel be organized for MUS-E functioning. All instructional units will have completed plans for opening of school. IIC will have assessed state of preparedness and final plans.	Building staff meeting Independent study and planning Meetings of instructional units Meeting of IIC	Transparencies Tools of the Trade

present staff and the closer liaison relationship with participating colleges and universities.

Educational consultants with the Division for Instructional Service provide their services to the local schools. Each consultant is responsible for the school systems located within a designated Cooperative Educational Service Agency. Support to the local schools introducing the multiunit design has come primarily from this segment of staff. Each elementary school having three or more units can be provided at least one day per month of consultant time or its equivalent while those having fewer units are eligible for a minimum of one half-day. As each school generates its own support through experience in operation, less outside assistance is required and staff can be utilized in new multiunit schools.

Supportive services to local schools is also provided by cooperating colleges and universities who have designated specific individuals to assist selected schools in their area. At the present time (1970-71 school year), fifteen institutions have indicated their commitment to the program and are assisting schools through designating several members of their staff for such services.

A PLAN FOR THE NATIONWIDE INSTALLATION OF THE MULTIUNIT ELEMENTARY SCHOOL

In January, 1971, Secretary of HEW Elliot Richardson announced the selection of the multiunit school for nationwide installation. In March, 1971, the R & D Center received a grant from the Office of Education (OE) to complete four phases of the installation effort: awareness; first-phase installation; maintenance-refinement; and refinement-institutionalization. This federal commitment was made to fund the effort at least at the same level for FY 72, and to review longer-term funding in FY 72 accoding to the timetable of the project plan.

The first phase installation is based on the Wisconsin model which is described earlier in this chapter. In the Wisconsin model the Department of Public Instruction acts as the responsible agency for the installation and maintenance of the multiunit elementary schools in cooperation with the local school districts. Teacher education institutions then will provide further education to the differentiated staff of MUS-Es. In the OE-R & D Center nationwide installation effort, reading has been identified as the first curriculum focus, and the *Wisconsin Design for Reading Skill Development* is being made available to the multiunit schools which start in 1971-72.

The quality and effectiveness of operational personnel are crucial to the success of the multiunit school. It is essential that personnel at all levels such as staff teachers, lead teachers, building principals, and central office personnel acquire the unique philosophical, psychological, and operational insights and competencies required for successful implementation of the multiunit school.

Four Phases of Nationwide Installation

The nationwide activities will be carried out in a four-phase sequence: awareness, installation, maintenance, and refinement.

Awareness. This phase was accomplished during 1970-71, through printed information going to a 20 percent sample of building principals, followed with a series of one-day information-giving conferences at selected sites throughout the country. The primary target group is building principals. A small sample of personnel from central offices of school districts, state departments of public instruction, and teacher education institutions were also invited. In addition to this effort, the Office of Education included the multiunit elementary school in its nationwide traveling exhibit.

First-Phase Installation Activities. In 1971-72 multiunit schools will be started through this sequence of activities:

First, R & D Center installation teams will conduct staff development workshops in selected sites in accordance with the tested Wisconsin workshops in selected sites in accordance with the tested Wisconsin model of inservice education. These are one-day workshops for chief school officers; three-day workshops for prospective MUS-E building principals and lead teachers; and one-week workshops for reading consultants. In turn, these personnel will conduct one-week workshops for the entire staff of each new MUS-E.

Second, personnel from state educational agencies will conduct two one-day workshops (or equivalents in half-days) during the first and second semesters of 1971-72 for the entire staff of MUS-E buildings that begin functioning.

Third, the R & D Center staff will conduct an on-campus, one-week institute to prepare personnel from cooperating state departments of public instruction, teacher education institutions, and others to carry out the preceding installation activities and the maintenance-refinement program that follow.

In connection with this first phase, the R & D Center will set up installation teams to work with educational agencies of selected states and will also subcontract the services of the state educational agency to coordinate and provide some of the inservice effort. Services will be contracted according to the approximate number of MUS-Es installed and the amount of effort required to begin. The number of states is restricted by the amount of funding awarded to the Center.

Maintenance. The Department of Public Instruction of Wisconsin has demonstrated that multiunit schools can get started reasonably well and also survive with the amount of assistance given each school as described in the first part of this chapter. Field testing of the concepts by the R & D Center staff in 1970-71 showed that many personnel of MUS-Es, however, had not acquired full mastery of the concepts, and also were deficient in key skills. To remedy this situation, the R & D Center and its cooperating educational agencies have outlined one-week institutes for experienced multiunit school

Figure 7

Academic-Year Program for Unit Leaders

COMPETENCY AREA	UW DEPARTMENT(S)	CREDITS
1. *Group dynamics and group leadership* A three (3) credit minimum with a maximum of nine (9) credits depending on assessment of the lead teacher trainee's competencies in this area	Curriculum and Instruction Educational Psychology Educational Administration	3-9
2. *Curriculum, instruction, and learning* A three (3) credit minimum with a maximum of twelve (12) credits depending on assessment of the lead teacher trainee's competencies in this area	Curriculum and Instruction Educational Psychology (Since the Department of Curriculum and Instruction responds primarily to the curriculum and instruction competencies and the Department of Educational Psychology responds primarily to the instruction and learning competencies it is recommended that three (3) of the six (6) minimum credits be taken in Curriculum and Instruction and three (3) be taken in Educational Psychology	3-12
3. *Teacher education - staff development* A three (3) credit minimum with a maximum of nine (9) credits depending on assessment of the lead teacher trainee's competencies in this area	Curriculum and Instruction Educational Administration	3-9

COMPETENCY AREA	UW DEPARTMENT(S)	CREDITS
4. *General knowledge of secondary functions* A six (6) credit minimum with a maximum of twelve (12) credits depending on assessment of lead teacher trainee's competencies in these areas: A. Measurement and Evaluation B. Research and Development C. Linking School and Community D. Building Learning Environments E. Media Development F. Content/Methods	Curriculum and Instruction (A,C,D,E,F) Educational Psychology (A,B,D) Educational Administration (C,D) Educational Policy Studies (C) Other Academic Departments (C,F)	6-12
5. *Field Practicum* A field practicum for one or two semesters in the lead teacher trainee's school district or by arrangement with the adviser. This practicum should enable the trainee to function as a lead teacher under the supervision of the advisor or appropriate school district personnel. It should include related seminar, field work, or independent study which promotes enhancement and clarification of the practicum experience	Curriculum and Instruction Educational Psychology Educational Administration	3-6

personnel: principals, unit leaders, and staff reading teachers. The one-week institutes for staff teachers of math, science and other curriculum areas will be added as the program develops. The focus of these institutes is to meet the immediate needs of the practicing staff member in the multiunit school. For example, the one-week institute for unit leaders will include sessions on writing behavioral objectives, utilizing group dynamics techniques, assessing and utilizing the strength and talents of a differentiated staff, planning and executing instructional programing in subject areas, developing aesthetic and motivational techniques, and planning and conducting staff development activities relevant to the needs of the unit. Similarly, the objectives of the institutes for principals and reading staff teachers will be concerned with improving the competencies and functions of the specified target group.

These institutes are being offered by teacher education institutions which supply student teachers and teaching interns to MUS-Es and which also provide related staff consultation to MUS-Es. The Center subcontracts with the teacher education institutions to conduct these institutes. Limited funds are available for stipends to 600 participants during the summer session of 1971 and the first semester, 1971-72. It is hoped that federal and state funds will be available for a larger number in 1972 through 1975.

Refinement-Institutionalization. This phase includes academic year programs with a practicum. Programs will lead toward a master's degree and a post-master's specialist certificate. In 1971-72 sufficient funds were available to provide for ten building principals, twenty-five lead teachers, and five reading staff teachers. Similar programs for personnel in other curriculum and administrative areas will be added at a future date. These programs will require admission to the graduate school of the teacher education institution offering the program and a series of specifically targeted courses. For example, the program for multiunit principals will include the following courses for the first semester: Organization and Operation of the American Educational Enterprise, The School Principalship, Supervision of Instruction, and Educational Innovations. Typically during the second semester, participants would study: Administrative Behavior, Innovations in Education, the Legal Aspects of the Principalship, School Finance, and other related topics. A clinical experience tailored to the needs of each student would also be an essential part of the program. In addition, there would be a practicum for each program participant in a multiunit school. Similarly, programs for unit leaders and reading staff teachers would incorporate a combination of course work, specially tailored clinical experiences, and a practicum in a multiunit school.

A more detailed description of the academic-year program for unit leaders is presented in figure 7.

The R & D Center subcontracts with teacher education institutions (in Wisconsin only) to organize and implement these programs. It is thought that there should be at least one teacher education institution in each state to offer a program for each of the above categories of personnel and also for each category of staff teachers in the various curriculum areas.

The preceding strategy shows personnel being prepared for their new roles through one-week institutes and on-campus programs. It also indicates that each local school staff receives some consulting assistance from the state educational agency and teacher education institutions. Further, the lead teacher roles in truly professional career positions that will attract and maintain a cadre of key instructional personnel in the same building who will assume much responsibility for planning rich educational experiences for the children and on-the-job education to the unit staff. The building principal also assumes greater initiative for instructional improvement in his building and better communication with the central office and with building personnel. The environment produced by these personnel with the conditions as outlined earlier for multiunit schools is hypothesized to encourage self-renewal of the staff and related continuously changing and improved educational opportunities for children.

AGREEMENT BETWEEN

PARTICIPATION TO ACTIVATE CHANGE TODAY (PACT) SCHOOLS
and the DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF WISCONSIN

The Department of Public Instruction in Cooperation with /I/D/E/A/ Agrees to Provide at Developmental Cost:

1. A package of multi-media materials (including print materials, audio tapes, filmstrips and films) to be used in the inservice programs of cooperating schools.
2. Materials, programs, and consultants for an intensive three-day workshop for principals and unit leaders to train them how to start an elementary school in the multiunit concept and the PACT network.
3. Materials, programs, and consultants for quarterly, regional, one-day workshops for principals and selected unit leaders (self-help in nature) in PACT schools.
4. A quarterly newsletter to all personnel of PACT schools.
5. Assistance of an educational consultant from the Department of Public Instruction.
6. Assistance in securing interns and/or student teachers from cooperating universities for school system desiring these services.

Each Participating School System Agrees That It Will:

1. Assess present teachers and other school personnel relative to their inclusion in a multiunit school program.
2. Make necessary arrangements to include only compatible staff members in each unit and school. Allow those who do not wish to participate to transfer without prejudice to another building.
3. Designate one person in the district to be responsible for successful operation of PACT schools.
4. Select one component of "the system" for special emphasis with developments to be disseminated to PACT schools.
5. Provide funds for staff to attend necessary workshops and inservice programs.

6. Each school system must recognize the importance of a well-planned local inservice education program to retrain staff. It is strongly recommended that during the second semester the principal and unit leaders conduct an inservice program. Suggested minimum amounts of time which are recommended to develop the multiunit elementary school concept are below.

February	4 hours	April	4 hours
March	4 hours	May	4 hours

   Each school may determine whether they wish to hold sessions once a week, twice a month, once a month, or once every alternate month to achieve the minimum amount of time.

7. Hold a 3-5 day fall workshop in late August or early September developing IGE in one subject area.

8. It is strongly recommended that the school system plan to hold four (4) workshop sessions of one-half (1/2) day each during the 1971-72 school year for PACT schools.

9. Implement a minimal standard of "the system."

   a. Organize a complete building in multiunit design to include:

      (1) Multi-age/grade units.

      (2) Aide(s) for each unit.

      (3) Unit leaders, with released time for planning.

      (4) Establish an instructional improvement committee (IIC) and delegate decision-making powers related to instruction to them. Make provisions to the IIC to meet regularly each week.

      (5) Provide 3-5 hours of instructional unit (cooperative team) planning time per week and during the school day.

   b. Curriculum.

      Grant each building permission for use of appropriate learning materials based upon needs of their children, that have these components:

         (a) Objectives in performance teams

         (b) Assessment for each objective

         (c) Diversified learning activities

         (d) Post-assessment and evaluation

c. Individualized Instruction.

Encourage each building to utilize the concepts of individually guided education.

d. Continuous Progress.

Begin developing a non-graded or continuous progress program in PACT schools.

e. Parent Communication.

Implement a planned program of parent communication for PACT schools.

10. Through encouragement by central office, develop greater flexibility in relation to materials, time, space, funds, and personnel.

Accepted by:

______________________________ ______________________________

School District

____

Authorized Signature

____

Title

CHAPTER 6

SELF-EVALUATION AND RELATED PERFORMANCE OBJECTIVES

- Introduction
- Performance Objectives Related to Awareness, Adoption, and Planning for Implementation
    - System Commitment and Preparation for Starting an MUS-E
    - Staff Assessment and Preparation for Starting an MUS-E
- Performance Objectives for Implementing IGE
    - Instructional Programing
        - Systemwide Policy Committee (SPC)
        - Instructional Improvement Committee (IIC)
        - Unit
    - Organizational Operations
        - Systemwide Policy Committee (SPC)
        - Instructional Improvement Committee (IIC)
        - Unit
    - Staff Development
        - Systemwide Polity Committee (SPC)
        - Instructional Improvement Committee (IIC)
        - Unit
    - Home-School-Community Relations
        - Systemwide Policy Committee (SPC)
        - Instructional Improvement Committee (IIC)
        - Unit

INTRODUCTION

In preceding chapters, we have seen that objectives are central to instructional programing for the individual student. Objectives at two levels are used in IGE: comprehensive educational objectives are stated initially, and subsequently more specific instructional objectives are identified which describe the specific behaviors the learner is expected to exhibit en route to attaining the broader educational objective.

Objectives of both kinds are an organizing element of the curriculum and of instruction. They also serve useful purposes in communicating to staff, students and parents the expectations for learners and provide the basis for assessing pupil progress.

The performance objectives presented in this chapter have been developed to describe the activities of the professional staff in districts adopting the IGE program. Despite their different target groups, these objectives are functionally parallel to the objectives used in planning, carrying out and evaluating instruction. En route to attaining the broad objective of increasing pupil performance, specific staff development activities, operational procedures, instructional programing practices and home-school strategies must be implemented. It is the Center's expectation that the school adopting the IGE/MUS-E program with central office support will achieve its goal for the learner as a direct result of utilizing all or most of the practices and procedures contained in this set of objectives.

The remainder of the chapter is organized into two sections dealing with plans for implementation and with activities associated directly with installation and maintenance. For each objective the locus of responsibility is defined at the level of the central office, the instructional improvement committee, or the I & R unit. Those on whom responsibility rests in the central office include the superintendent, the administrator designated as program coordinator at the central office level, and the systemwide policy committee. In the building, the principal, as head of the IIC, and the unit leader assume primary responsibility.

The statement of performance objectives is most useful if used first as a checklist and a timetable when preparing to open an MUS-E and later as a means of assessing and assuring successful IGE practices. When the objectives are used in planning and self-evaluation, it is essential that the staff become familiar with them and that responsibility be assigned to individuals or groups for meeting the objectives at specified times. For instance, the IIC might meet in early September to review its responsibilities, to delegate to individual members certain functions, and to establish dates by which each objective will be accomplished. At midyear and at the end of each year, the checklist might be reviewed again to assess progress and to identify unresolved problems. Each I & R unit might use the objectives in the same manner as the IIC.

GPO 823-038-4

PERFORMANCE OBJECTIVES RELATED TO AWARENESS, ADOPTION, AND PLANNING FOR IMPLEMENTATION

In this section performance objectives are stated that deal with becoming aware of the IGE/MUS-E program and with planning for the actual implementation. These objectives are divided into two subsections: (a) commitment by officials of the the local school district and preparation for implementation, and (b) staff assessment and preparation for implementation. The person, persons, or group which have a primary and secondary role in initiating and carrying out activities stated in the objectives are indicated. It should be noted that school districts vary with respect to the amount of initiative assumed at the central office and building level. In all districts, then, communication and cooperation among central official and building personnel are essential.

System Commitment and Preparation for Starting an MUS-E

The superintendent of the district has primary responsibility for the planning associated with getting the program started in one or more school buildings. He or a central office person designated as coordinator of the program assumes responsibility for insuring that procedures are carried out once the decision is made to start one or more schools. With the possible exception of the final objective (#7), steps in this preparatory phase should be carried out during a school year and completed during the semester prior to starting an MUS-E. In other words, if implementation begins with the opening of school in September, these steps are carried out throughout the preceding school year and completed in the spring prior to opening of school in the fall. An alternative time schedule calls for planning to be finished during the first semester preparatory to starting IGE operations in January or February of the school year.

Staff Assessment and Preparation for Starting an MUS-E

Once the decision has been made to install the IGE/MUS-E program in an elementary school, staff identification and orientation should proceed. In many school districts the building principal takes primary initiative for the staffing and related procedures listed in subsection B. The central office coordinator may assume secondary responsibility, particularly when a new school building is opened and being staffed. It is helpful if all procedures listed in this section can also be completed according to the time schedules noted in the previous paragraph.

A. System Commitment and Preparation for an MUS-E

		Importance
1.	The superintendent and his representative attend an overview conference sponsored by the Center or by an implementation agency of the Wisconsin Research and Development Center.[1]	Essential
2.	The superintendent or his representative presents the IGE/MUS-E concepts and related information to the board of education.	Essential
3.	An agreement between the local school district and the implementation agency relative to general conditions and standards for implementation is signed and distributed to appropriate persons, including the principals of multiunit schools.	Essential
4.	One administrator in the district is designated as coordinator and as the person responsible for successful operation of the program, for liaison with the implementation agency, for coordinating the program locally and for planning the expansion of the program.	Essential
5.	Schools that plan to become IGE/MUS-E schools are identified and procedures for identifying unit leaders are formulated.	Essential
6.	Decisions are made relative to procuring the appropriate instructional materials for pupils so that the model of instructional programing for the individual student may be implemented in at least one curriculum area during the first year of implementation.	Essential
7.	General plans[2] for staff development are formulated and time is allotted for a staff development program.	Essential

---

[1] An implentation agency is one designated officially by the Wisconsin R & D Center to help each local school implement IGE. Examples of implementation agencies are the educational agency of the state, a teacher education institution, and a large school district. Most often the Center designates a state educational department to be the implementation agency; however, a teacher education institution may also cooperate informally in connection with the teaching intern and student teacher program.

[2] It is the responsibility of the instructional improvement committee to make specific plans.

	Importance
8. The systemwide policy committee is formed consisting of the superintendent and/or the administrator designated as program coordinator, principals of IGE/MUS-E schools, consultants in curriculum areas in which IGE is implemented, and representative unit leaders and staff teachers. The composition of this committee varies according to the size of the school district, the number of MUS-Es, and other conditions.	Essential

B. Staff Assessment and Preparation for Starting an MUS-E	Importance
1. The principal and unit leaders of each school attend a workshop for them sponsored by the implementation agency.	Essential
2. The instructional improvement committee (IIC) for each building is formed consisting of the principal and all the unit leaders in the school.	Essential
3. The wishes and competencies of teachers and other school personnel are identified relative to their working in an IGE/MUS-E school.	Essential
4. Arrangements are made for the transfer of any teacher not desiring to participate in an IGE/MUS-E school after consultation with the teacher.	Essential
5. Teacher strengths are assessed by the IIC relative to	
a. subject matter background	Essential
b. teaching styles	Essential
c. IGE development tasks (e.g., identifying appropriate instructional objectives, developing or carrying out assessment procedures, planning for instruction, identifying instructional materials, and evaluating pupil performances)	Essential

---

[3] This committee is formed when two or more buildings in the system plan to implement the program; until that time responsibility is vested in the coordinator.

	Importance
6. Units are formed and include a pattern such as this:[4]	
a. children from what would traditionally be two or more grade levels, but not to exceed 150 children[5]	Essential
b. a designated unit leader (lead teacher)	Essential
c. not fewer than two nor more than five certified teachers (including the unit leader and possibly a first-year or resident teacher)	Essential
d. some combination of aides, teaching interns and student teachers	Essential
7. Teachers and other unit staff members agree to work cooperatively for the successful operation of the IGE/MUS-E program for the ensuing school year	Essential
8. An inservice program for the entire staff of the school building of at least three days duration is planned by the IIC	Essential
9. At least one subject matter area is selected by the IIC for implementation of IGE	Essential

PERFORMANCE OBJECTIVES FOR IMPLEMENTING IGE
(FIRST YEAR OPERATION)

When the preparatory activities enumerated in the first part of the chapter have been completed, the school staff is ready to work together to become a smoothly functioning IGE/MUS-E. In the first year of operation, a realistic goal may be to organize and carry out instruction in one curriculum matter area according to the model of instructional programing for the individual student. However, even for this limited goal to be achieved, a number of specific activities need to be carried out. These activities may be classified into four sub-sections: (a) instructional programing; (b) organizational procedures; (c) staff development; and (d) home-school-community relations. For each of these, the roles of the systemwide policy committee (SPC), instructional improvement committee (IIC), and unit are delineated. For those activities delegated to the SPC, primary responsibility is assumed by the central office coordinator or superintendent. The principal takes primary initiative to assure the attainment of IIC objectives. The unit leader assumes primary responsibility with respect to unit activities.

---

[4] The unit leader should be identified during the semester prior to starting the implementation and identification of the remaining staff should be completed at least one month prior to starting implementation.

[5] In large schools of 700-1500 enrollment, units are sometimes formed that include children of only one grade level but of a fairly wide age range, such as three years. Other large schools form several units that cross the same grade level, e.g., two intermediate units that both have children in their fifth, sixth and seventh years of school.

Performance Objectives for Implementing IGE

	Importance
A. Instructional Programing	
Systemwide Policy Committee (SPC)	
1. The SPC endorses and provides other support as necessary for:	Essential
a. the adoption and installation of an objective-based curriculum in the IGE subject matter area(s)	Essential
b. nongrading and continuous progress of pupils	
2. The SPC helps the building staff identify appropriate sets of behavioral objectives and instructional materials for use in implementing IGE in the chosen subject matter area(s)	Essential
3. The SPC plans with the building staff the preassessment program which is an integral part of IGE, and coordinates it with the systemwide testing program	Essential
Instructional Improvement Committee (IIC)	
1. The IIC selects the initial and subsequent curriculum area(s) for IGE implementation in the school	Essential
2. The IIC formulates a statement of general educational objectives in terms of terminal performances for the area selected for IGE implementation. (These projections may be stated in terms of performance on norm-referenced achievement tests, attainment on criterion-referenced tests, or on performance criteria designed for specific objectives)	Essential
3. The IIC, at least by early in the second year, formulates a statement of general educational objectives, additional to that prepared in (2) for other subject matter areas in terms of	Essential

	Importance
terminal performances (cognitive, affective, psycho-motor) projected for students enrolled in their school.	
4. The IIC identifies or develops, cooperatively with central office personnel, appropriate criterion-referenced tests, and sets of behavioral objectives related to the general educational objectives for the subject matter areas in which IGE is being carried out. (Each unit may be involved in developing subsets of objectives appropriate for their age grouping.)	Essential
5. The IIC identifies or develops, cooperatively with central office personnel, appropriate ability tests, norm-referenced achievement tests, observation schedules, etc., to aid the unit staff in assessing abilities and the level of achievement of each child in the selected IGE curriculum areas(s)	Essential
6. The IIC reviews the plan of each unit for implementation of IGE in the selected curriculum area(s)	Essential
7. The IIC secures consultant help as necessary to identify instruments and procedures to aid the unit staff in assessing each child in terms of:	
a. level of motivation	Desirable
b. learning style	Desirable
c. interests and attitudes	Desirable
d. special problems (personal or learning)	Desirable
8. The IIC identifies or develops procedures for keeping records of each individual's progress, with respect to the behavioral objectives, that can be used throughout the school and can be transferred with the child as he moves from unit to unit	Essential
9. The IIC secures consultant help as necessary to identify instructional materials and procedures to aid the staff in developing IGE programs	Essential

	Importance
10. The IIC plans, monitors, evaluates IGE implementation in terms of nongrading continuous progress and the IGE Instructional Programing Model	Essential
11. The IIC assures the consistency of IGE implementation across units	Essential
Unit	
1. A plan is developed for implementing IGE in the chosen subject matter area	
a. Past curricular procedures, materials, and tests in the selected IGE subject matter area(s) are evaluated (retaining successful elements and adapting them to IGE)	Essential
b. Teachers are assigned development responsibilities for IGE planning tasks (e.g., writing objectives, developing assessment instruments, keying materials and evaluating pupil performances)	Essential
c. The completed plan specifics:	
i. a timetable for implementation, including date of preassessment and duration of groupings established	Essential
ii. strategies for grouping children and assigning staff to groups formed	Essential
iii. an assessment of material needs, including tests, to carry out the plan	Essential
2. The IGE Instructional Programing Model is implemented as follows:	
a. A subset of the instructional objectives adopted by the IIC is selected as the focus of instruction	Essential
b. Preassessment is carried out according to plan within the first month of implementation. (Assessment of student's motivational	Essential

	Importance
level, learning style, interests and attitudes, and special problems is carried out as soon thereafter as the unit staff can conduct the assessment and utilize the results.)	
c. Assessment results are recorded in a usable form (e.g., on charts, McBee cards, lists, individual folders)	Essential
d. Pupils are placed in initial groups in the IGE curriculum area based on assessment results regarding achievement, learning style, motivational level, interests or some other relevant variable.	Essential
e. Instruction is provided using a variety of materials and group sizes, including several in the course of a particular curriculum:	
i. independent study	Essential
ii. one-to-one (teacher-pupil)	Essential
iii. one-to-one (pupil-pupil)	Desirable
iv. small group (3-11 students)	Essential
v. medium group (12-19 students)	Desirable
vi. class-sized group (20-30 students)	Desirable
vii. large group (more than 30 students)	Desirable
f. Students are assessed for attainment of objectives	Essential
g. Students are regrouped (at least every 4-6 weeks) based on needs and attainment of objectives.	
3. All teachers teach in the IGE subject matter area and use a variety of group sizes and techniques	Essential
4. Evaluation is carried out concerning:	
a. effectiveness of the instructional and assessment materials and techniques	Essential
b. percentage of students attaining specific objectives (cognitive, affective, psychomotor)	Essential

	Importance
c. progress toward the broad educational objectives (cognitive, affective, psychomotor)	Desirable
B. Organizational operations	
Systemwide Policy Committee (SPC)	
1. The SPC meets regularly	Essential
a. Meetings are scheduled by the superintendent or his designee at least once per semester	Essential
b. An agenda is prepared and distributed to those invited to attend and all central office personnel in advance of the meeting	Essential
c. Minutes are kept and distributed to those who attended, to central office personnel, and to multiunit principals and unit leaders not in attendance.	Essential
2. The SPC develops guidelines for recruiting and allocating staff to differentiated roles in IGE/MUS-E schools.	Essential
3. The SPC develops guidelines to assure adequate material, equipment, and space for implementation of IGE in IGE/MUS-E schools	Essential
4. The SPC develops guidelines to assure the flexibility in systemwide policies and procedures, such as systemwide testing programs, for successful operation of IGE in the multiunit schools	Essential
5. The SPC coordinates communication among IGE/MUS-E schools and between IGE/MUS-E schools and other schools	Essential
Instructional Improvement Committee (IIC)	
1. The IIC meets for at least one-half day prior to the opening of school in the fall.	Desirable
2. The IIC meets regularly	Essential
a. The IIC meets at least one hour per week, this time falling in a single block	Essential

	Importance
b. IIC meetings are held during the regular staff work day	Essential
c. The principal and unit leaders always attend IIC meetings	Essential
d. Consultants, teachers, IMC director (librarian), and others attend IIC meetings at the request of the IIC	Essential
e. An agenda is prepared and distributed to the unit leader and others involved in the meeting prior to IIC meeting time	Essential
f. IIC meetings are chaired by the principal (or the chairmanship is delegated under certain conditions)	Essential
g. At IIC meetings, discussion focuses on agenda topics	Essential
h. A secretary is identified, and minutes of IIC meetings are kept	Desirable
i. Minutes of the IIC meetings are distributed to the building staff, central office liaison persons and others who attend the meetings.	Desirable
3. The IIC plans for and coordinates:	
a. use of space (e.g., gym, all purpose room, small group rooms) among units	Essential
b. communication among units	Essential
c. use of instructional materials (e.g., books, A-V equipment)	Essential
d. use of IMC (and/or library) space and materials	Essential
e. use of assessment devices	Essential
f. research among the units	Desirable
4. The IIC develops guidelines, monitors, and periodically evaluates:	

	Importance
a. utilization and scheduling of outside consultants and special staff teachers	Essential
b. appropriate roles for aides (instructional and/or clerical)	Essential
c. student orientation to the IGE/MUS-E plan	Essential
d. student behavior	Essential
5. The "brainstorming" or "problem solving" technique is used at IIC meetings (at least once per month)	Desirable
Unit	
1. Unit meetings are regularly scheduled	Essential
a. Unit planning time amounts to at least two hours per week with one hour in a single block	Essential
b. Unit meetings are held during the regular staff work day	Essential
c. The unit leader, all certified teachers, interns and student teachers assigned to the unit attend unit meetings	Essential
d. Consultants, teachers, IMC director (librarian), aides, and others attend unit meetings at the request of the unit	Essential
e. An agenda is prepared and distributed to unit staff, the principal and others involved in the meeting prior to unit meeting time	Essential
f. Unit meetings are chaired by the unit leader (or the chairmanship is delegated under certain conditions)	Essential
g. At unit meetings, discussion focuses on agenda topics	Essential
h. A secretary is identified, and minutes of unit meetings are kept	Desirable
i. Minutes of unit meetings are distributed to total unit staff, the IIC and others who attended unit meetings	Desirable

	Importance
2. Unit meetings of special kinds are held such as:	
a. goal setting (at least once each semester)	Essential
b. design (at least once each quarter)	Essential
c. grouping and scheduling (at least once every two weeks)	Essential
d. situational (at least once per week)	Essential
e. evaluation of instructional units and programs and of unit operations (at least once per quarter)	Essential
3. The unit assesses its staff concerning each individual's expertise in:	
a. subject matter (at least once per year)	Essential
b. instructing various sizes and kinds of groups (at least once per year)	Essential
4. A flexible (daily, weekly) schedule for the staff is developed to accommodate the IGE curriculum area(s)	Essential
a. Released time from instruction of at least five hours per week for the unit leader (to plan, manage, study, conduct research) is included in the flexible schedule	Essential
b. Released time for teachers of at least one hour per week (to plan, study, conduct research) is included in the flexible schedule	Essential
c. The flexible schedule is evaluated periodically (at least each quarter)	Essential
5. Aides (instructional and clerical) are assigned tasks according to broad guidelines established by the IIC and specific guidelines established by the unit. Lines of direct supervision are clear	Essential
6. Each teacher is assigned to develop a specialization (e.g., in a curriculum area or pedagogical techniques) so he can act as a resource person in a given situation	Desirable

	Importance
7. Each pupil in the unit is identified with a teacher who monitors his progress during the year and takes initiative as required in the IGE subject matter area(s)	Essential
C. Staff Development (Inservice education)	
Systemwide Policy Committee (SPC)	
1. The SPC makes provisions through the board of education for new and continuing IGE/MUS-E schools to devote at least three days exclusively to staff development for the entire staff of each building prior to the opening of school *each year*	Essential
2. The SPC makes plans for at least three inservice sessions for the entire building staff (2-3 hours each) to be held in the semester immediately preceding implementation of the IGE/MUS-E concept	Essential
3. The SPC plans for the inservice education of new staff that join IGE/MUS-E schools after their first year of operation	Essential
4. Members of the SPC take responsibility for their own education about IGE in the MUS-E	Essential
Instructional Improvement Committee (IIC)	
1. The IIC formulates and implements the inservice education program. This encompasses:	
a. Planning for the use of the allocated inservice time, including time for the entire building staff to view films and filmstrips and to study printed materials before or during the first semester of implementation.[1]	Essential
b. Planning for the review of selected audiovisual and printed inservice materials as the need arises during the first year of implementation.[1]	Desirable
c. Providing for the education of professional personnel who join the staff in the initial year after the inservice sessions	Desirable

---

[1] Refers to inservice materials provided by /I/D/E/A/ and/or the Wisconsin Research and Development Center for Cognitive Learning.

	Importance
d. Providing for the education of professional personnel who join the staff at the beginning of each subsequent school year	Essential
2. The IIC evaluates the inservice program after each major event	Essential
3. The IIC plans the inservice program for the coming year	
4. The IIC evaluates the intern-student teacher program	Desirable
5. The IIC makes recommendations for the intern-student teacher program for the coming year, including plans for orientation and for assignment to cooperating staff	Desirable
Unit	
1. All unit staff members participate in the school's staff development program as implemented by the IIC.	Essential
2. Unit staff members participate in the evaluation of the school's staff development plan.	Essential
3. Unit staff members participate in the evaluation of the intern-student teacher program.	Desirable
4. The unit meets together for at least three days prior to the opening of school. During these meetings:	
a. Long-range plans for the entire year are made in design and goal setting meetings. (For example, social studies unit are blocked out for the year.)	Essential
b. Immediate plans for the first 1-2 weeks of school are made during grouping and scheduling meetings.	Essential
5. The unit meets at least one day per semester when children are not at school to extend IGE planning.	Desirable

	Importance
D. Home-School-Community Relations	
Systemwide Policy Committee (SPC)	
1. The SPC develops plans and procedures for interpreting nature of IGE/MUS-E schools' progress and problems to the board of education and community, and implements these plans	Essential
Instructional Improvement Committee (IIC)	
1. The IIC develops a plan for:	
a. identification of each child with a staff member for purposes of home-school relations, including conferences and home visits as well as day-to-day guidance of the child and monitoring of his performance	Desirable
b. reporting student progress to parents in a manner that reflects the IGE/MUS-E plan	Essential
2. The IIC develops and implements plans for:	
a. interpreting the IGE/MUS-E concept to parents and residents in the school attendance area	Essential
b. utilization of volunteer community personnel (e.g., mothers, other adults, high school and college students, people with special expertise) in the instructional program and other school activities	Desirable
3. The IIC monitors and evaluates its home-school-community relations programs	Essential
Unit	
1. The unit adapts the IIC home-school-community relations plans to its situation (considering age and expectations of children) and implements them by:	
a. identifying each child with a staff member for purposes of home-school relations including conferences and home visits, as	Desirable

		Importance
	well as day-to-day guidance of the child and monitoring of his performance	
b.	reporting student progress to parents in a manner that reflects the IGE/MUS-E program	Essential
c.	cooperating with the IIC in interpreting the IGE/MUS-E concept to parents and residents in the school attendance area	Essential
d.	cooperating with the IIC in utilizing volunteer community personnel (e.g., mothers, other adults, high school and college students, people with special expertise) in the instructional program and other school activities	Desirable

GPO 823-038-2

Technical Report No. 158

THE DEVELOPMENT AND EVALUATION OF THE MULTIUNIT ELEMENTARY SCHOOL, 1966-1970

by
Herbert J. Klausmeier, Mary R. Quilling, & Juanita S. Sorenson

Report from the Project on
Variables and Processes in Cognitive Learning

Herbert J. Klausmeier, V.A.C. Henmon Professor of Educational Psychology
Robert E. Davidson, Joel R. Levin, Thomas A. Romberg
B. Robert Tabachnick, Alan M. Voelker, Larry Wilder, Peter Wolff
Principal Investigators

Mary R. Quilling
Technical Development Program Director

Dorothy A. Frayer
Research Associate

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

March 1971

© 1971 - The Regents of The University of Wisconsin for the Wisconsin Research and Development Center for Cognitive Learning.
Copyright is claimed only during the period of development, test, and evaluation, unless authorization is received from the U.S. Office of Education to claim copyright on the final materials. For the current copyright status, contact either the copyright proprietor or the U.S. Office of Education.

Published by the Wisconsin Research and Development Center for Cognitive Learning, supported in part as a research and development center by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the Office of Education and no official endorsement by the Office of Education should be inferred.

Center No. C-03 / Contract OE 5-10-154

NATIONAL EVALUATION COMMITTEE

Samuel Brownell
Professor of Urban Education
Graduate School
Yale University

Launor F. Carter
Senior Vice President on Technology and Development
System Development Corporation

Francis S. Chase
Professor
Department of Education
University of Chicago

Henry Chauncey
President
Educational Testing Service

Martin Deutsch
Director, Institute for Developmental Studies
New York Medical College

Jack Edling
Director, Teaching Research Division
Oregon State System of Higher Education

Elizabeth Koontz
Wage and Labor Standards Administration, U.S. Department of Labor, Washington

Roderick McPhee
President
Punahou School, Honolulu

G. Wesley Sowards
Director, Elementary Education
Florida State University

Patrick Suppes
Professor
Department of Mathematics
Stanford University

***Benton J. Underwood**
Professor
Department of Psychology
Northwestern University

RESEARCH AND DEVELOPMENT CENTER POLICY REVIEW BOARD

Leonard Berkowitz
Chairman
Department of Psychology

Archie A. Buchmiller
Deputy State Superintendent
Department of Public Instruction

Robert E. Grinder
Chairman
Department of Educational Psychology

Russell J. Hosler
Professor, Curriculum and Instruction

Clauston Jenkins
Assistant Director
Coordinating Committee for Higher Education

Herbert J. Klausmeier
Director, R & D Center
Professor of Educational Psychology

Stephen C. Kleene
Dean, College of Letters and Science

Donald J. McCarty
Dean
School of Education

Ira Sharkansky
Associate Professor of Political Science

B. Robert Tabachnick
Chairman, Department of Curriculum and Instruction

Henry C. Weinlick
Executive Secretary
Wisconsin Education Association

M. Crawford Young
Associate Dean
The Graduate School

EXECUTIVE COMMITTEE

Edgar F. Borgatta
Brittingham Professor of Sociology

Anne E. Buchanan
Project Specialist
R & D Center

Robin S. Chapman
Research Associate
R & D Center

Robert E. Davidson
Assistant Professor, Educational Psychology

Frank H. Farley
Associate Professor, Educational Psychology

Russell J. Hosler
Professor of Curriculum and Instruction and of Business

***Herbert J. Klausmeier**
Director, R & D Center
Professor of Educational Psychology

Wayne Otto
Professor of Curriculum and Instruction (Reading)

Robert G. Petzold
Associate Dean of the School of Education
Professor of Curriculum and Instruction and of Music

FACULTY OF PRINCIPAL INVESTIGATORS

Vernon L. Allen
Professor of Psychology

Ted Czajkowski
Assistant Professor of Curriculum and Instruction

Robert E. Davidson
Assistant Professor of Educational Psychology

Gary A. Davis
Associate Professor of Educational Psychology

M. Vere DeVault
Professor of Curriculum and Instruction (Mathematics)

Frank H. Farley
Associate Professor of Educational Psychology

Lester S. Golub
Lecturer in Curriculum and Instruction and in English

John G. Harvey
Associate Professor of Mathematics and of Curriculum and Instruction

Herbert J. Klausmeier
Director, R & D Center
Professor of Educational Psychology

Donald Lange
Assistant Professor of Curriculum and Instruction

James Moser
Assistant Professor of Mathematics Education; Visiting Scholar

Wayne Otto
Professor of Curriculum and Instruction (Reading)

Milton O. Pella
Professor of Curriculum and Instruction (Science)

Thomas A. Romberg
Associate Director, R & D Center
Professor of Mathematics and of Curriculum and Instruction

B. Robert Tabachnick
Chairman, Department of Curriculum and Instruction

Richard L. Venezky
Assistant Professor of English and of Computer Sciences

Alan Voelker
Assistant Professor of Curriculum and Instruction

Larry Wilder
Assistant Professor of Curriculum and Instruction

Peter Wolff
Assistant Professor of Educational Psychology

MANAGEMENT COUNCIL

Herbert J. Klausmeier
Director, R & D Center
V.A.C. Henmon Professor of Educational Psychology

Mary R. Quilling
Director
Technical Development Program

Thomas A. Romberg
Associate Director

James Walter
Director
Dissemination Program

Dan G. Woolpert
Director
Operations and Business

* COMMITTEE CHAIRMAN

STATEMENT OF FOCUS

The Wisconsin Research and Development Center for Cognitive Learning focuses on contributing to a better understanding of cognitive learning by children and youth and to the improvement of related educational practices. The strategy for research and development is comprehensive. It includes basic research to generate new knowledge about the conditions and processes of learning and about the processes of instruction, and the subsequent development of research-based instructional materials, many of which are designed for use by teachers and others for use by students. These materials are tested and refined in school settings. Throughout these operations behavioral scientists, curriculum experts, academic scholars, and school people interact, insuring that the results of Center activities are based soundly on knowledge of subject matter and cognitive learning and that they are applied to the improvement of educational practice.

This Technical Report is from the Project on Variables and Processes in Cognitive Learning in Program 1, Conditions and Processes of Learning. General objectives of the Program are to generate knowledge about concept learning and cognitive skills, to synthesize existing knowledge and develop general taxonomies, models, or theories of cognitive learning, and to utilize the knowledge in the development of curriculum materials and procedures. Contributing to these Program objectives, this project has these objectives: to ascertain the important variables in cognitive learning and to apply relevant knowledge to the development of instructional materials and to the programming of instruction for individual students; to clarify the basic processes and abilities involved in concept learning; and to develop a system of Individually Guided Motivation for use in the elementary school.

ACKNOWLEDGEMENTS

It is not possible to acknowledge the many individual contributors to IGE. However, in addition to the Center staff and cooperating educational agencies in Wisconsin are the local school systems of Janesville, Madison, Manitowoc, and Racine, and the Department of Public Instruction. /I/D/E/A/, an affiliate of the Kettering Foundation, has also been developing components of the IGE design.

CONTENTS

Page

Acknowledgements iv

List of Tables and Figures vii

Abstract ix

Introduction 1

The MUS-E Organizational Arrangements 3

The I & R Unit 3

The IIC 5

The SPC 5

Differentiated Roles 5

Development-Evaluation Procedures 6

Results of the Formative Evaluation, 1966-1970 7

Feasibility 7

Attaining Organizational Objectives 9

  Task Structure and Specialization 10

  Working Relationships 10

The Decision-Making Structure 10

  Operational Goals 11

  Job Satisfaction 12

Student Attainment of Instructional Objectives 12

Cost Benefits 15

Summary 15

LIST OF TABLES AND FIGURES

Table		Page
1	Multiunit Elementary Schools: 1965-1970	8
2	Distribution of Skills Mastered and Retained by Three Groups of Children During 1969-70 School Year	13
3	Percent of Baseline Nonexperienced and Experienced Children who Mastered Various Reading Skills	13
4	Mean Raw Scores of Baseline and Experienced Groups of Third-Year Children in Two Schools on the Doren Diagnostic Test in May 1969 and May 1970	14
5	Results in Various Curriculum Areas from Representative I & R Units 1965-67 School Years	16

Figure		
1	Instructional Programming Model in IGE	2
2	Organizational Chart of a Multiunit School of 600 Students	4
3	Expanded Interdependence Relationships in a Multiunit School	11

ABSTRACT

A system of individually guided education (IGE) has been developed at the elementary school level. The IGE system eliminates many ineffective practices that have survived throughout the past decades. The IGE system has seven components, one of which is new organizational/administrative arrangements, together called the "Multiunit Elementary School (MUS-E)." These new arrangements are the instruction and research unit at the classroom level (I & R unit), the instructional improvement committee at the building level (IIC), and the system-wide policy committee at the system level (SPC). The MUS-E emerged since 1965 from a synthesis of theory and practice regarding instructional programming for the individual student, horizontal and vertical organization for instruction, role differentiation, shared decision making, and open communication.

Since 1965-1966, 164 MUS-Es have been formed and there has been continuous evaluation of the effects of IGE. The organizational/administrative specifications dealing with specialization of tasks, cooperative planning and open communication among teachers and administrators, decision making at appropriate levels in the school system, high morale and job satisfaction among teachers, non-grading and continuous progress of students, and related phenomena have been met. Higher student achievement is occurring where the curriculum component in reading has been incorporated into smooth functioning MUS-Es. Early evaluation results indicate support of the hypothesis that children in the sixth year of schooling in an IGE/MUS-E school will achieve as high as did children of the same school in seven years prior to adoption of the IGE system.

INTRODUCTION

A system of Individually Guided Education (IGE) at the elementary school level has been developed through the systematic application of R & D strategies to the improvement of educational practice by the Wisconsin Research and Development Center for Cognitive Learning (R & D Center) and cooperating educational agencies. The IGE system has seven components, one of which is the multiunit elementary school (MUS-E), the organizational/administrative component. The MUS-E itself has three subcomponents, or elements. Evaluation of MUS-E has been carried out during each of the development years, starting in 1965-1966.

This report of the development and evaluation of the MUS-E parallels that for a report of an experiment and follows this sequence. First, the IGE system is described briefly show how MUS-E fits into the system. Second, the MUS-E is described more fully to provide information about what is being developed and evaluated. Third, the development/evaluation procedures are described; these are analogous to the design of an experiment. Fourth, the development of the MUS-E elements and the results of the evaluation are given. Last, the report is summarized. Inasmuch as IGE and MUS-E represent major modifications from elementary education practices of the past decades, a substantial amount of space is given to their description. This is done at the expense of reporting the related research and theorizing of others and also the details of the development and the successive evaluative studies completed at the Center.

A system of Individually Guided Education is a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for differences among students in rate of learning, in learning style, and in other characteristics. IGE is more comprehensive than individualized instruction when individualized instruction is viewed as instruction in which a student learns through interacting directly with instructional materials or equipment with little or no assistance from a teacher. In IGE self-instructional materials or systems are simply one important kind of instructional material or medium to be used in instructional programming for the individual. The major components of IGE are as follows:

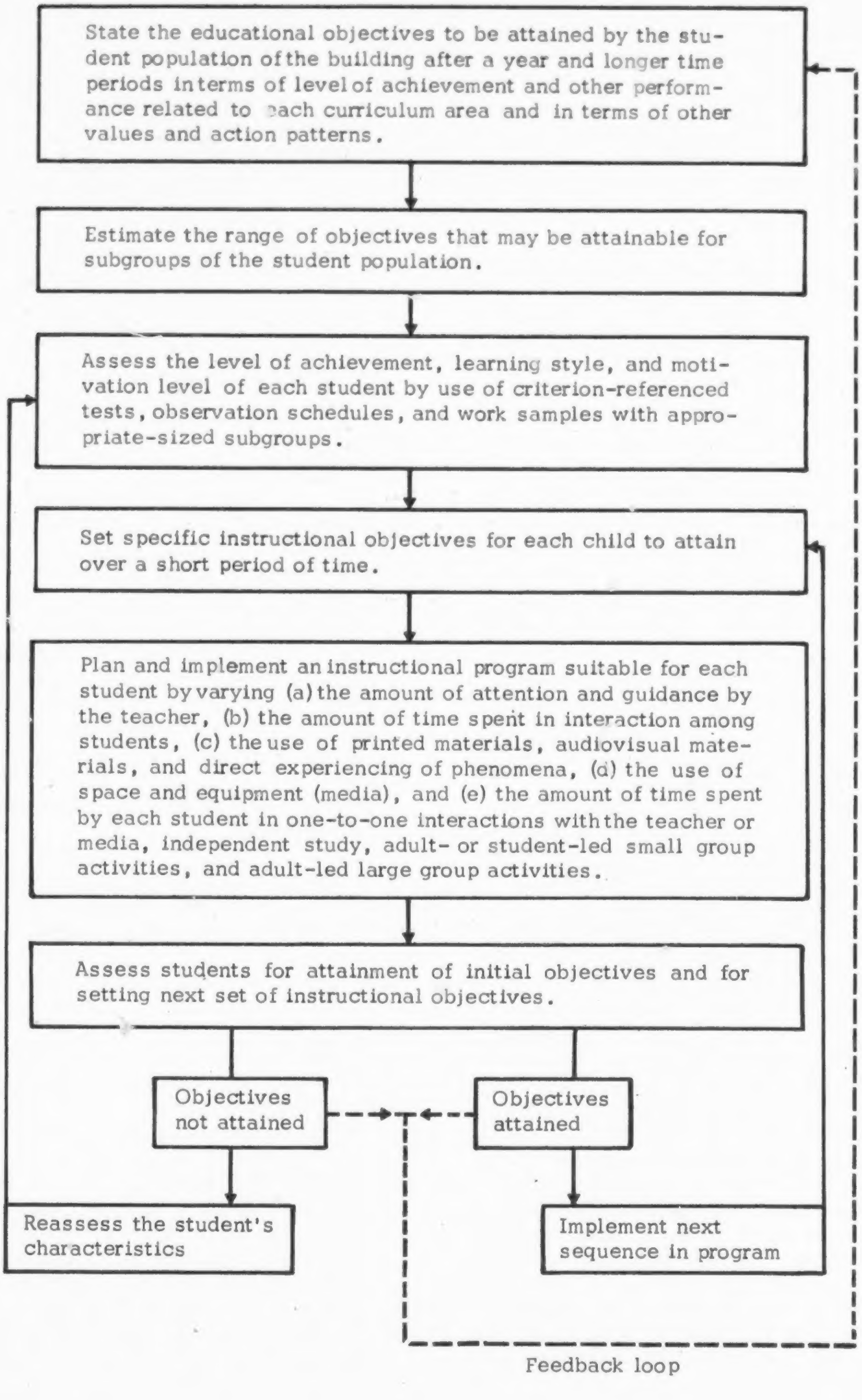
1. An organization for instruction and a related administrative organization at each the building and central office level, collectively called the MUS-E. This organizational/administrative arrangement is designed to provide for educational and instructional decision making at appropriate levels; open communication among students, teachers, and administrators; and accountability by educational personnel at various levels. An inservice educational program, including multimedia materials, has been developed.

2. A model of instructional programming for the individual student, and related guidance procedures, designed to provide for differences among students in their rates and styles of learning, level of motivation, and other characteristics and also to take into account all the educational objectives of the school. This model is shown in Figure 1 and is used by Center personnel in developing curriculum materials and by school staffs in implementing IGE.

3. Curriculum materials, related statements of instructional objectives, and criterion-referenced tests which can be adopted or adapted by the staff of individual schools to suit the characteristics of the students attending the particular school. There is a shortage of these materials at present. The Center in 1970-1971 was developing

Figure 1

Instructional Programming Model in IGE


State the educational objectives to be attained by the student population of the building after a year and longer time periods in terms of level of achievement and other performance related to each curriculum area and in terms of other values and action patterns.
Estimate the range of objectives that may be attainable for subgroups of the student population.
Assess the level of achievement, learning style, and motivation level of each student by use of criterion-referenced tests, observation schedules, and work samples with appropriate-sized subgroups.
Set specific instructional objectives for each child to attain over a short period of time.
Plan and implement an instructional program suitable for each student by varying (a) the amount of attention and guidance by the teacher, (b) the amount of time spent in interaction among students, (c) the use of printed materials, audiovisual materials, and direct experiencing of phenomena, (d) the use of space and equipment (media), and (e) the amount of time spent by each student in one-to-one interactions with the teacher or media, independent study, adult- or student-led small group activities, and adult-led large group activities.
Assess students for attainment of initial objectives and for setting next set of instructional objectives.
Objectives not attained
Objectives attained
Reassess the student's characteristics
Implement next sequence in program
Feedback loop

materials in reading, prereading, mathematics, environmental education, and motivation.

4. A model for developing measurement tools and evaluation procedures including preassessment of children's readiness, assessment of progress and final achievement with criterion-referenced tests, feedback to the teacher and the child, and evaluation of the IGE design and its components. This model can be used by school people and others in developing their own instruments and procedures. Tests to go with Center-developed curriculum materials are being developed according to this model.

5. A program of home-school communications that reinforces the school's efforts by generating the interest and encouragement of parents and other adults whose attitudes influence pupil motivation and learning.

6. Facilitative environments in school buildings, school system central offices, state education agencies, and teacher education institutions. Helpful in producing these environments are: (a) a staff development program which includes inservice and campus-based educational programs to prepare personnel for the new roles implied by the other components outlined above; (b) state networks comprised of the state education agency, local school systems, and teacher education institutions to demonstrate, install, and maintain IGE schools and components; and (c) within-state leagues or other networks of local school systems and support agencies to generate new ideas and secure consultant help. The Center in 1970-1971 was developing these elements cooperatively with other agencies. In addition, each school building must have its own staff development program in order for IGE to be implemented initially and improved thereafter.

7. Continuing research and development to generate knowledge and to produce tested materials and procedures. The primary elements here are development and development-based research to refine all the IGE components and research on learning and instruction to generate knowledge that will lead to improved second generation components or their replacements. The Center is engaged in these efforts. Each school building must engage in practical research in order to design, implement, and evaluate instructional programs for individual students.

THE MUS-E ORGANIZATIONAL ARRANGEMENTS

The MUS-E was designed to produce an environment in which IGE practices can be introduced and refined. It may be regarded as an invention of organizational and management arrangements that have emerged since 1965 from a synthesis of theory and practice regarding instructional programming for individual students, horizontal and vertical organization for instruction, role differentiation, school decision making by groups, and open communication. Space does not permit tracing the historical antecedents of each of these; however, the Center and school personnel attempted to bring together the available research and theory in the formulation of the MUS-E.

Figure 2 shows the prototype organization of a MUS-E of 600 students.[1] The organizational hierarchy consists of interrelated groups at three distinct levels of operation: the I & R unit at the classroom level, the IIC at the building level, and the SPC or a similar administrative arrangement at the district level. Each of the first two levels is itself a hierarchical structure with clearly defined roles for personnel. The MUS-E is designed to provide for responsible participation in decision making by all the staff of a school district. Each element, though taking initiative for certain decisions, secures information from one or both of the other elements in order to make wise decisions. Personnel who serve at each of two levels, as noted in Figure 2, provide the communication link.

THE I & R UNIT

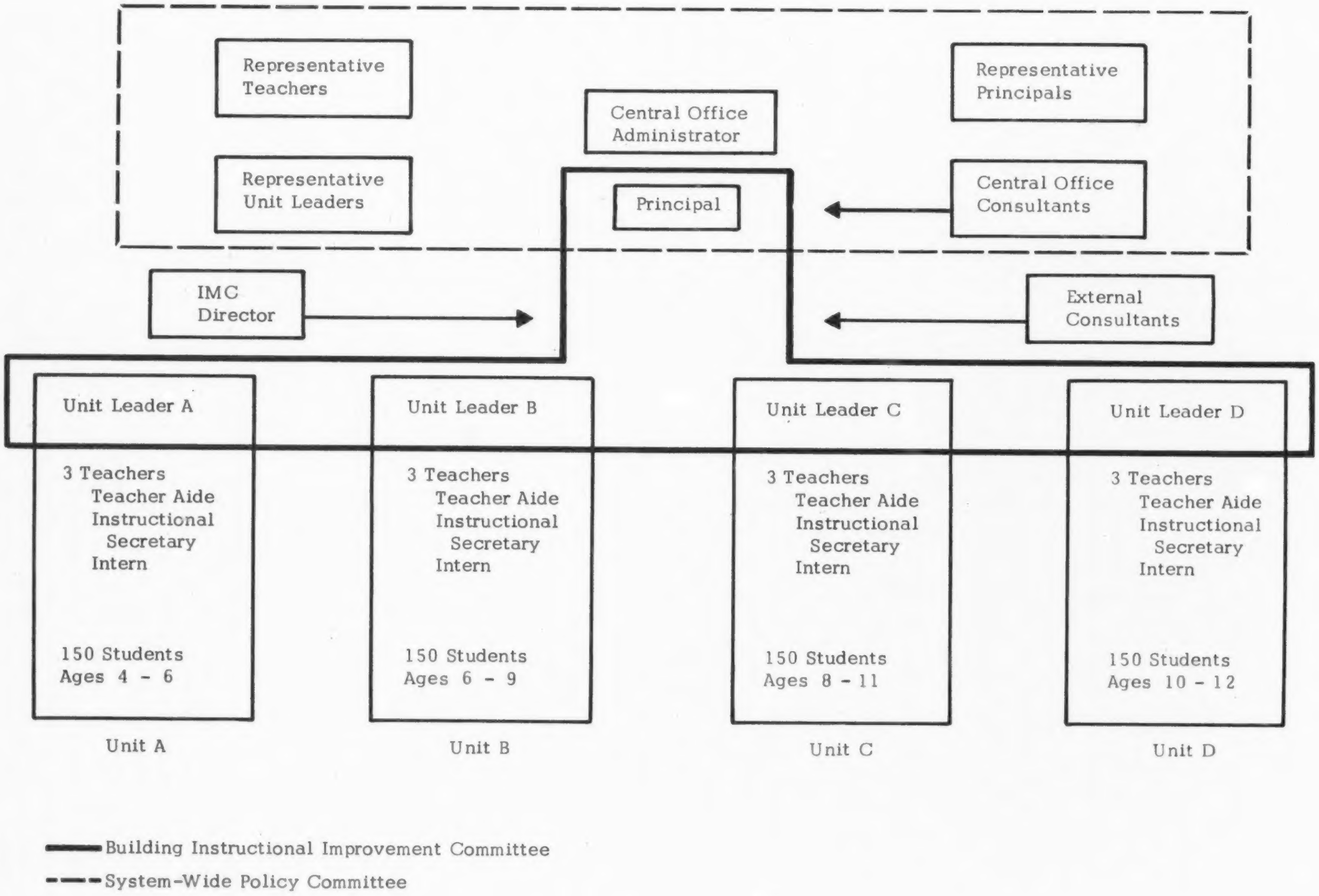
The nongraded I & R unit replaced the age-graded, self-contained classroom. Research is included in the title to reflect the fact that

---

[1] A more complete description is given in Herbert J. Klausmeier, Richard Morrow, and James E. Walter. Individually Guided Education in the Multiunit Elementary School: Guidelines for Implementation. Madison, Wis.: Wisconsin Department of Public Instruction, 1968.

Figure 2

ORGANIZATIONAL CHART OF A MULTIUNIT SCHOOL OF 600 STUDENTS



the staff must continuously do practical research in order to devise and evaluate an instructional program appropriate for each child. In the prototype shown in Figure 2, each I & R unit has a unit leader, or lead teacher, three regular staff teachers including a resident, or first-year teacher, one teacher aide, one instructional secretary, one intern, and 150 students. Actual practices vary from the prototype to take into account local conditions.

The main function of each unit is to plan, carry out, and evaluate, as a hierarchical team, instructional programs for the children of the unit. Each unit engages in some on-the-job inservice education. Some units plan and conduct research and development cooperatively with other agencies, and some are involved in preservice education.

The instructional program for individual students is planned and carried out by the unit staff cooperatively. Similarly, developing instructional methods and materials or carrying out a research project are cooperative activities. The unit usually has consultants from the central office or elsewhere to assist staff members with planning.

THE IIC

At the second level of organization is the building IIC, a new organization that became possible in 1967 when the first entire school buildings were organized completely into units. As noted in Figure 2, the prototypic IIC is comprised of the building principal and the unit leaders. Other building staff, such as the director of the instructional materials center, meet regularly with the IIC, as does the responsible consultant from the central office when a curriculum area such as reading or mathematics is given special attention in the building. The IIC meets weekly and acts on an agenda formulated by the principal in consultation with the unit leaders.

The four main functions for which the IIC takes primary initiative are stating the educational objectives and developing the educational program for the entire school building; interpreting and implementing district-wide and state-wide policies that affect the educational program of the building; coordinating unit activities to achieve continuity in all curriculum areas; and arranging for the use of facilities, time, material, etc., that the units do not manage independently. The IIC thus deals primarily with development and coordinating functions related to instruction.

THE SPC

Substantial changes are required to move from the self-contained classroom concept to that of the unit and the IIC. The SPC, at the third organizational level, was created to facilitate this transition. As noted in Figure 2, the prototype committee, chaired by the superintendent or his designee, includes consultants and other central office staff and representative principals, unit leaders, and teachers. The SPC meets less frequently than either of the other groups, but its operation is important for the success of the MUS-E. Its members are selected in terms of specialized knowledge and decision-making power essential to the success of the MUS-E of the system. Four decision-making and facilitative responsibilities for which the SPC takes primary initiative are identifying the functions to be performed in the MUS-Es of the system, recruiting personnel for each school and arranging for their inservice education, providing instructional materials, and disseminating relevant information within the system and community. A central office arrangement other than an SPC may be responsible for these functions; considerable flexibility is required since local school districts differ greatly in population.

DIFFERENTIATED ROLES

Unlike some differentiated staffing programs that create a complex hierarchy and call for a proliferation of new roles and titles for personnel, the MUS-E establishes only one new position, that of unit leader or lead teacher.[2] Other roles that are changed somewhat are those of the building principal, staff teacher, first-year teacher or resident, teacher intern, teacher aide, and instructional secretary. The MUS-E pattern does not preclude the identification and establishment of other new, specialized roles, such as those connected with instructional media or neighborhood relations. It does assume, however, that the lead teacher and the staff of the unit who work directly with the children and their parents are the key individuals in the instructional system. Further, it calls for a heavy and direct concentration of monetary resources and personnel in the daily program of instruction, rather than in supplementary services outside the regularly scheduled school day.

---

[2] The staffing pattern is described more fully in H. J. Klausmeier and R. J. Pellegrin, "The Multiunit School: A Differentiated Staffing Approach," in D. S. Bushnell and D. Rappaport (Eds.), Planned Change in Education: A Guide to Systems Application. New York: Harcourt, Brace and Jovanovich, Inc. (In press)

DEVELOPMENT-EVALUATION PROCEDURES

The R & D Center evaluates the effectiveness of its prototype programs, materials, and procedures during the development process in terms of the prototype meeting specified criteria related to its objectives.[3] For example, both ability and norm-referenced achievement tests are revised until they meet specified criteria of validity, reliability, and usability.

The development operations follow this sequence.[4] First, changes in school conditions that will promote more effective learning, living, and achieving by the children and the school staff are identified cooperatively with the staff of the school systems affiliated with the R & D Center. Second, the means and materials for improving the unsatisfactory conditions are described by the Center staff in terms of the specifications for a prototype that will be developed. The specifications include a general description of the prototype, a statement of its objectives in terms of performances anticipated, a description of the target population for which it is intended, a description of the conditions under which it is to be used, an estimate of its cost, and an approximation of its effectiveness in comparison with existing conditions. Third, the prototype is developed. It takes the form of a description of a procedural output, such as an organization for instruction or a model of instructional programming for the individual student; whereas the prototype of a test, book, or piece of equipment is the best approximation of the final product. The prototype is developed according to the specifications and simultaneously put into practice in a few school buildings. As early as feasible it is installed in other schools to assure its effectiveness and usability on a larger scale. Fourth, as the prototype comes nearer to achieving the specified objectives with the described target populations under the described conditions, it is field tested; that is, it is installed, tested, and evaluated in a larger number of buildings of representative large, medium-sized, and small school systems. Finally, arrangements are worked out by the Center for the production, installation, and maintenance of the final product, including inservice instructional programs, based on the prototype. Non-profit and profit-making agencies, including publishers, assume this final responsibility.

Evaluation of the prototype is carried out at Points 2, 3, and 4 in the preceding sequence in terms of the specifications established at the outset. Revisions of the prototype may occur at any point, thus the development-evaluation sequence is iterative. At the same points three means of evaluation are used; namely, expert review to deal with substantive and theoretical matters, consumer review to deal with substantive and feasibility concerns, and empirical quality verification to ascertain the extent to which the criteria are met and at what cost. Center personnel and members of the Center's various review teams provided the expert judgments while school personnel in the cooperating MUS-E schools provided the consumer opinions.

Several procedures, the results of which are reported in the next section, were followed in connection with the empirical quality verification of MUS-E and other IGE components. Observations were made each year of I & R operations and later of IIC operations to ascertain the extent to which the emerging organizational and instructional specifications were being attained. The observational information provided corrective feedback informatio to the Center and school personnel. Also, the feasibility of MUS-E was established. Explicitly stated performance criteria were eventually developed and used in 1970-1971.

---

[3] Helpful information concerning the development and evaluation of tests and curriculum materials is found in American Psychological Association, Standards for Educational and Psychological Tests and Manuals. Washington: American Psychological Association, 1966; and Louise Tyler, M. Frances Klein, and William B. Michael. Recommendations for Curriculum and Instructional Materials. Los Angeles: Tyl Press, 1971.

[4] See H. J. Klausmeier and G. O'Hearn (Eds.), Research and Development Toward the Improvement of Education. Madison, Wis.: Dembar Educational Research Services, 1968, for further information about development strategies.

Structured interviews and questionnaires were used with the personnel of three MUS-Es and three control schools in 1967-1968 to ascertain the extent to which the organizational/administrative objectives were being attained.

Center-developed, criterion-referenced tests in reading became available in 1968-1969 and were administered to the children attending two MUS-E schools before the Center-developed prototype reading program was introduced. The Center then administered forms of the same tests the following year and noted the extent to which a greater number of objectives were attained in the same length of time. Thus, the student body that had not experienced the new program served as a control group for students who later experienced the program. Inasmuch as the objectives of the prototype reading program are similar to those of the prior programs in these two schools, a comparison of the effects of the Center program and the other programs was made through the use of non-Center-produced standardized tests.

Information was gained to ascertain the extent to which I & R unit personnel could carry out development and research activities through conducting controlled experiments and development activities within the early I & R units. In the experiments new individualization procedures were developed cooperatively with Center personnel and compared for a few weeks to a year with a procedure already in practice. Students' mean achievements as measured by standardized tests and also other desired behaviors were noted. Cost of the MUS-E has been estimated only in terms of pupil-teacher ratio. A more definitive means of assessing costs in terms of units of student achievement is still under consideration.

The development-evaluation procedures just outlined resulted in only one test output, each extension and refinement of which was judged to be increasingly effective with the particular target population. A different preferred strategy would have resulted in the simultaneous development and testing of at least one other organizational/administrative pattern. The funding level of the Center did not sufficiently support this more costly approach.

RESULTS OF THE FORMATIVE EVALUATION, 1966-1970

The inservice and on-campus education programs for IGE/MUS-E personnel are under development; therefore the evaluation has been conducted when personnel were learning their new or changing roles. Also, the various elements of MUS-E are still under refinement. Despite these limitations a massive amount of information has been collected and reported each year. Representative information is summarized according to the following pattern. First, the formation and expansion of I & R units and MUS-Es according to implementation guidelines are described. This information indicates the feasibility of MUS-E as a replacement for existing practices. Second, the effectiveness of the MUS-E in achieving specified communication, decision making, and related objectives is described. Third, the introduction of the IGE reading component into MUS-Es is described and the effectiveness of the two combined components in attaining specified curricular objectives is indicated. Fourth, the benefits of the MUS-E in relation to costs are estimated.

FEASIBILITY

Performance criteria by which information gathered can be related when making judgments about effectiveness have been developed for the SPC, IIC, and I & R unit. These are statements that describe the previously listed functions of each element explicitly and in detail. Three criteria dealing with instructional responsibilities are:

1. The SPC reviews the broad objectives and building plans for implementation of IGE in the various curriculum areas.

2. The IIC annually formulates a statement of educational objectives that indicate the terminal performances projected for groups of students of specified characteristics.

3. The I & R unit staff identifies instructional objectives for each student.

These criteria imply that the MUS-E should be feasible; that is, it should be sound in conception and also practical in terms of anticipated benefits in relation to money and time expended. Further, it must be adaptable to conditions in a variety of local school settings.

Table 1 presents information regarding MUS-E elements in Wisconsin for each year, 1965-1966 through 1970-1971, and also the estimated number of MUS-Es in other states. Several observations regarding the data in Table 1 are warranted. First, the number of

Table 1

Multiunit Elementary Schools: 1965-1970

Year	No. I & R Units	No. Schools in Wis.	No. Wis. Schools with IICs	No. Wis. School Systems Involved	No. Out of State Schools
1965-66	13	10	--	4	--
1966-67	23	14	--	6*	--
1967-68	30	9	6	4	--
1968-69	55**	21	8	9	3**
1969-70	139	51	26	23	35**
1970-71	283	99	65	49	65**

*Two systems with 3 MUS-Es temporarily discontinued unit operations, but reinstated them in succeeding years; in a third system, 2 MUS-Es were discontinued.

**Estimated. Exact figures not available.

I & R units and the number of schools with functioning IICs has about doubled each successive school year, starting with 1967-1968. Second, there was some attrition between 1966-1967 and 1967-1968, primarily because the organization of entire schools in the multiunit pattern in the 1967-1968 school year was accomplished in some instances by transferring unit personnel from various buildings to the multiunit building. In the process some units reverted to self-contained classrooms. Two school systems which dropped five units from the program in 1967-1968 later reinstated them and in 1970-1971 were operating several MUS-Es.

The installation of the MUS-Es was accelerated in the 1968-1969 school year when the Department of Public Instruction (DPI) of Wisconsin assumed responsibility for the statewide demonstration-installation- and maintenance of MUS-Es.

The Superintendent of the Department of Public Instruction in Wisconsin indicated the feasibility of the MUS-E thus:

> After careful consideration of various programs being offered throughout the nation today, we have selected the multiunit school, developed by the Research and Development Center for Cognitive Learning, University of Wisconsin, as having the greatest promise as a facilitative environment for improving learning opportunities at the elementary school level. This design meets all the criteria considered necessary if desired improvement is to be achieved. Within the unit structure provided, both the instructional and learning components support effective use of time, talent, and effort. Roles are differentiated and opportunities are provided for planning, sharing, and evaluation. Provision is inherent in the design to encourage cooperative effort in teacher education and research activities at the local educational level.[5]

Sixteen teacher-education institutions cooperated with the DPI in the installation effort in 1970-1971. Also in 1970-1971 the Institute for Development of Educational Activities (/I/D/E/A/), an affiliate of the Kettering Foundation, started a broad-scale installation-maintenance effort. /I/D/E/A/

---

[5] The quotation is taken from a major address of William Kahl, Superintendent, Department of Public Instruction, Madison, Wisconsin.

provided inservice multimedia materials in Wisconsin and also took initiative for starting MUS-Es in Colorado. As a result of these efforts, about 5% of the elementary schools in Wisconsin had become MUS-Es by 1970-1971.

Observations made in the MUS-Es indicate that I & R units are meeting their operational and instructional performance criteria reasonably effectively. There is substantial variability among units. Some have ineffective unit leaders and an occasional unit has an uncooperative staff teacher. The majority of IICs are functioning reasonably well but more IICs than units are experiencing difficulty. Some principals yet lack small-group management skills and have not learned to utilize the strengths of capable unit leaders.

No clear pattern has emerged concerning the effectiveness of SPCs. Most school systems are using existing administrative arrangements for decision making at the central office level. The role of the central office subject-matter consultants in working with building personnel remains unclear in some school systems. Difficulties are encountered in three areas: decision making about the adoption and use of textbooks and tests, the leadership of the central office in curriculum improvement through supervision, and salary and working conditions as organized teachers become more assertive in their collective negotiations.

Aware of these and other difficulties which call for continuing refinement of the system and related practices, the National Evaluation Committee of the R & D Center which has met annually with the staff of the Center since 1965 expressed these ideas about the MUS-E in its 1970 report concerning the Center:

> The Committee wishes to reiterate its strong support of the multiunit school and individualized instruction and will here note the salient features provided by this unusual combination of educational and organizational concepts:
>
> 1. Attention is focused on the individual learner as a person with unique characteristics, concerns, and motivations.
>
> 2. Teachers and other educational personnel are helped to employ systematic problem-solving processes to the identification and satisfaction of the educational needs of individuals —both in the student body and on the staff.
>
> 3. The basic organizational units are small enough to allow every person to be known and treated as an individual and large enough to permit role differentiation and complementarity of contributions.
>
> 4. Provisions for staff training and continuing development are an essential part of the approach.
>
> 5. There is a good reconciliation of the values of autonomy and accountability, small group responsibility, and inter-group coordination.[6]

ATTAINING ORGANIZATIONAL OBJECTIVES

Four performance criteria for I & R units and the IIC call for specialization of work by the instructional staff related to curriculum and instruction, working relationships among the members of the instructional staff and the building principal characterized by dependent relations and cooperation among teachers and between the building principal and the teachers, decision making about instructional and other matters characterized by less independence by individual teachers and the building principal and more shared responsibility by the I & R unit and by the IIC, and acceptance by teachers of the IGE objectives of providing for differences among students in rate and style of learning. Related to these objectives, the Center for Advanced Study of Educational Administration at the University of Oregon began a longitudinal study in 1967-1968 in which data were collected in a MUS-E and a control school in each of three Wisconsin school systems. These MUS-Es were completing their initial year under the MUS-E pattern. The data therefore indicate the kinds of changes that occurred during the first year of adopting the MUS-E pattern. Only the main conclusions of Pellegrin follow.[7]

---

[6] From p. 6 of the Minutes of the National Evaluation Committee, Madison, Wisconsin, November 11-13, 1970. Francis Chase, Emeritus Professor, University of Chicago; George E. Dickson, Dean, College of Education, University of Toledo; and Roderick F. McFee, President, Punahou School, Hawaii, are the NEC Committee members primarily responsible for the evaluation of the MUS-E. Benton J. Underwood, Northwestern University, chairs the Committee.

Task Structure and Specialization

Three significant differences between the teachers in MUS-Es and the control schools were found in connection with how they described their jobs:

1. Most MUS-E teachers listed duties that were tied to the achievement of specified instructional objectives, mentioning sets of tasks that were less global and amorphous than those frequently given by control school teachers.

2. There was a superior recognition among MUS-E teachers of the vital role planning plays in instruction; the five most important tasks of MUS-E teachers dealt with specific types of planning and the preparation of instructional materials.

3. A far larger proportion of tasks of MUS-E teachers than of control school teachers consisted of planning and supervisory tasks that involved the coordination of their work with that of other personnel.

New and novel kinds of specialization of labor emerged in the MUS-Es. Three main types were identified:

1. Some teachers devoted most of their time to working with individual pupils, others worked mainly with small groups or class-sized groups; a few took responsibility for working with even larger groups.

2. Teachers served as expert advisors to their colleagues, particularly when a teacher had special training in a particular curriculum area.

3. Specialization occurred in connection with special assignments; for example, some teachers assumed the main responsibility in the unit for planning instructional sequences.

Working Relationships

Pellegrin charted interdependence relationships in the three MUS-E and the three control schools. Space permits only the inclusion of the chart for one MUS-E. Figure 3 shows the interdependence relationships among the principal, teachers, clerical aides, and instructional aides in a MUS-E with five I & R units. (A solid line indicates an essential relationship whereas a dotted line indicates a dependence relationship that is not essential.)

As may be observed, the unit leaders were the focal points of interaction in the units, and also served as the connecting links between the teachers and the principal. The principal received nominations from most teachers and from all of the unit leaders. For three of the five unit leaders, an essential relationship was seen with the principal. Only three teachers, however, viewed their relationships with the principal as essential. The units had been fairly successful in incorporating non-professional aides into the unit as shown in Figure 3.

Pellegrin (1969), after drawing comparisons between the MUS-E and control schools, concluded:

> The fact is that the traditionally organized elementary school in the United States has a primitive division of labor and differentiation of functions in its professional staff. Grade level is the only consistent basis for distinguishing among teachers. Emphasis is on the functions universally performed by teachers, not on the coordination of effort or any form of specialization.

THE DECISION-MAKING STRUCTURE

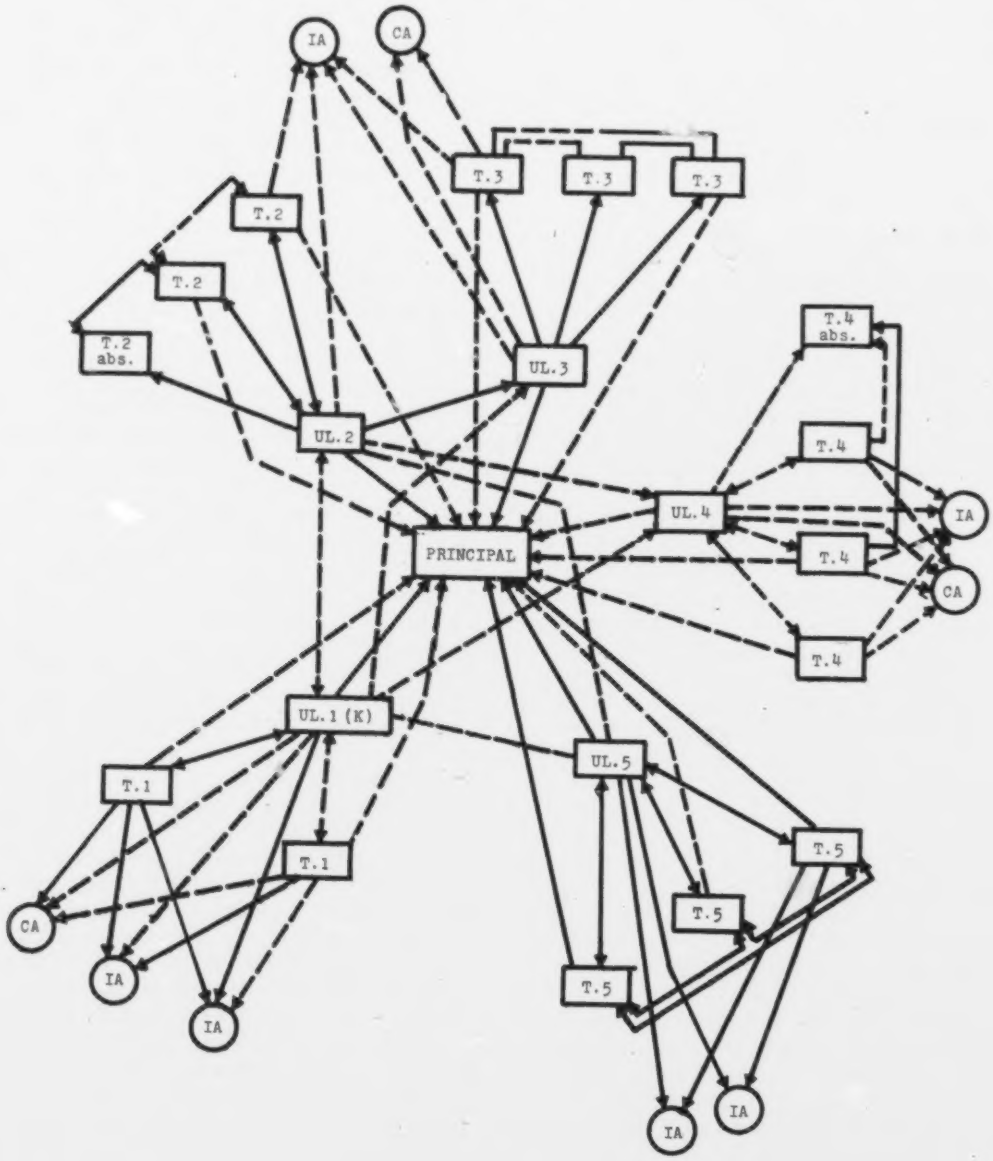
In the three self-contained schools, decision making affecting each classroom was the prerogative mainly of two individuals—the teacher, serving as a primary decision maker, and the principal, who provided advice or set the limits within which the teacher had discretion. Few teachers saw themselves as involved in group decision making of any kind with regard to any of these items. In the

---

[7] For a more comprehensive discussion, see Roland J. Pellegrin, Some Organizational Characteristics of Multiunit Schools, Working Paper No. 22. Madison, Wis.: Wisconsin Research and Development Center for Cognitive Learning, 1969. Also published as Technical Report No. 8, The Center for the Advanced Study of Educational Administration, University of Oregon, 1970.

Figure 3

Expanded Interdependence Relationships in a Multiunit School



three MUS-Es a notable shift away from reliance on the principal for advice and assistance to a situation in which colleagues serve such a function was observed. Also, decision making was moving from the level of the individual classroom to that of the unit. Decisions were generally made by the unit leaders and teachers in a group setting.

Operational Goals

Appreciable changes had also occurred in the operational work goals which teachers set for themselves. Representative of the change was the fact that in the MUS-Es, "giving individual attention to students" and "diagnosing learning problems of students" ranked first and second in importance. In contrast, teachers in the control schools ranked "insuring that students learn basic skills" first, followed by "developing student ability in analytical reasoning and problem-solving."

Job Satisfaction

Sharp differences between the teachers in the MUS-Es and control schools in attitudes toward their work and work environment were identified. Seven of 10 items of a job-satisfaction scale, together with the proportions of MUS-E and control teachers responding "highly satisfied" are as follows: satisfaction with progress toward one's personal goals in present position, 26% and 15%; satisfaction with personal relationships with administrators and supervisors, 61% and 39%; opportunity to accept responsibility for one's own work or the work of others, 61% and 43%; seeing positive results from one's efforts, 36% and 15%; personal relationships with fellow teachers, 73% and 55%; satisfaction with present job in light of one's career expectations, 56% and 39%; and the availability of pertinent instructional materials and aids, 60% and 27%. These differences all favor the MUS-E teacher; responses to the other three items were not significantly different. Thus job satisfaction was high among the staff teachers of the units.

STUDENT ATTAINMENT OF INSTRUCTIONAL OBJECTIVES

The performance criteria for an IGE/MUS-E school call for programming for the individual student to be fully implemented in at least one curriculum area by the end of the first year of operation. Based on results in I & R units when the Center provided substantial weekly input during the early years, the Center hypothesized that children in the sixth year of attending an IGE/MUS-E school, including Kindergarten as one of the years, would achieve as high as children in the seventh year in the same school did prior to adoption of the IGE system. As of 1970-1971 some children were in their fourth year in a MUS-E school; however, the first supportive IGE curriculum area, reading, was not introduced until the students were in their third year.

The Wisconsin Design for Reading Skill Development (WDRSD), under development and quality verification by the R & D Center, includes a Word Attack program in which 45 subskills have been identified, the mastery of which is presumed to lead to independence in attacking phonetically regular words. Group-administered assessment procedures have been developed for each subskill and machine-scorable group tests have been developed and validated for 38 of the 45 subskills. Reliabilities of the tests range from .60 to .94; 26 of the 38 have reliabilities above .80. Only 3 are lower than .75. The group tests were organized into Levels A, B, C, and D; the number of skills measured at each level are 7, 13, 18, and 7, respectively. Subtests from two of the levels may be administered to the same child.

In the 1969-1970 school year the Word Attack element of the WDRSD was used at the primary level in two smoothly functioning MUS-Es in their third year of operation. The Word Attack program is designed for the first four years including Kindergarten, and it is presumed that about 75% of all children enrolled in American schools will have mastered all the skills toward the end of their fourth year. The group tests were administered in September, 1969, when the reading program was initiated, to three groups of pupils in both schools beginning their second through fourth years of school and again in September, 1970, to the same groups at that time beginning their third through fifth years. The gains made by the three groups as measured by the successive administration of the group tests are shown in Table 2. The median number of objectives attained by the three groups were 8, 19, and 11 respectively. Thus, the skills were relatively difficult for the first group and easy for the second group. The median for the third group reflects the fact that some children had already mastered some of the skills in the Level D battery at the beginning of their fourth year of school, equivalent to the Third Grade

It was also possible to ascertain the percent of children in the two schools who had mastered the various skills as measured by the same level of the test battery before the reading program was introduced and also the percent of children who had experienced the program for one year. [The batteries were not administered in 1969-1970, however, to beginning first-year or Kindergarten children, or to beginning fifth-year or Fourth Grade children.] It should be noted that both schools made a special attempt to carry out excellent instruction in reading before the WDRSD was introduced. The percents for the baseline groups (B2, B3, and B4) and for the groups who had experienced the program (Ex 2, Ex 3, and Ex 4) are given in Table 3. It may be properly inferred that Groups B2 and Ex 3 and B3 and

GPO 822-363-3

Table 2

Distribution of Skills Mastered and Retained by Three Groups of Children During 1969-1970 School Year

Year in School in Sept. 1970	Number of Skills Mastered									Median
	0-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	24---	
Third *N = 98	13	21	24	28	11	1				8
Fourth *N = 87	3	4	4	3	10	13	22	1	27	19
Fifth *N = 96	27	10	6	24	24	5				11

*Numbers are smaller than in Table 3 because only those remaining in school one academic year and who were in school attendance during the week of testing could be included.

Ex 4 include the same children who were in attendance at the same school for the 2 successive years and who were present for both test administrations during the month of September. A higher percent of the experienced children, in comparison with the baseline children, achieved mastery of 23 skills, fewer mastered 6 skills, and an equal percent mastered one skill. Revised tests were used in 1970 on two of the six skills where the 1970 groups showed lower mastery. In general, mastery by the 1970 groups was substantially higher than by the 1969 groups except in the second year of schooling, equivalent to the First Grade in a traditional school. The relatively lower mastery here is attributable to the fact that the new reading program was not introduced for most children until late in the first, or Kindergarten, year and then only to those manifesting positive behaviors indicative of reading readiness.

Table 3

Percent of Baseline Nonexperienced and Experienced Children who Mastered Various Reading Skills

Group and year	N	Skill Number																		Median
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
B2: 1969	134	48	63	79	94	65	*	30												64
Ex 2: 1970	107	62	52	79	97	66	*	37												64
B3: 1969	105	26	*	74	43	58	*	32	6	40	13	21	55	24						32
Ex 3: 1970	117	51	*	68	66	66	*	27	34	35	20	32	48	58						48
B4: 1969	113	67	17	82	63	23	46	31	*	*	*	*	58	46	76	44	11	*	48	46
Ex 4: 1970	100	83	35	85	76	58	63	51	*	*	*	*	70	65	56	61	45	*	62	62

*Group tests had not yet been developed for these skills in 1969.

The Doren Diagnostic Reading Test measures achievements similar to those implied by the objectives of the WDRSD. Two schools administered this test to baseline and experienced groups of children toward the end of their third year (Second Grade) of schooling in May 1969 and in May 1970. The results in terms of mean total scores and mean subtest scores are shown in Table 4 for each of the two groups in each school. The higher mean total scores of 3.1 in School A and 6.3 in School B are statistically significant at about the .20 and the .01 levels, respectively. It is interesting to note also the slightly higher mean scores on nearly all the subtests. As may be observed in Table 4, the mean scores of the children in School A were considerably higher than in School B, and on only four of the nine subtests could the scores of the experienced children in School A have been much higher than the scores of the baseline children. There was thus relatively less opportunity for the experienced group in School A to make higher scores. The smaller number of pupils in 1970 in both schools reflects simply year-to-year fluctuations in age/grade level enrollment in comparison with 1969.

In the initial years of unit operations prior to 1968, the design for instructional programming for the individual was less completely

Table 4

Mean Raw Scores of Baseline and Experienced Groups of Third-Year Children in Two Schools on the Doren Diagnostic Test in May 1969 and May 1970

	School A			School B		
Subtest	Baseline May 1969	Exper. May 1970	Diff.	Baseline May 1969	Exper. May 1970	Diff.
Letter Recognition (10)*	9.1	8.9	.2	8.2	9.1	.9
Beginning Sounds (10)	8.8	8.8	0.0	8.4	8.7	.3
Word Recognition (15)	14.6	14.6	0.0	14.2	14.6	.4
Speech Consonants (5)	4.3	4.5	.2	4.4	4.5	.1
Ending Sounds (15)	11.3	11.5	.2	9.7	10.6	.9
Blending (10)	7.1	8.2	1.1	6.9	7.4	.5
Rhyming (10)	5.5	6.2	.7	4.9	5.3	.4
Vowels (25)	18.7	20.3	1.6	16.2	18.6	2.4
Homonyms (5)	3.9	4.0	.1	3.8	4.2	.4
Total Score (105)	83.4	86.5	3.1**	76.7	83.0	6.3***
N	112	104		95	87	

*Indicates total number of items in the subtest.
**Significant at about the .20 level.
***Significant at the .01 level.

conceptualized and no curriculum components had been developed specifically for IGE/MUS-E. Each unit, working with an R & D Center consultant, developed or did research on an innovative practice. Representative activities wherein some form of individualizing of instruction was done and information on pupil achievement was secured are summarized in Table 5. In general, the individualized experimental treatments often resulted in dramatically higher achievement than did the traditional approach, and the control groups improved more than might have been expected in the time interval. However, the difference between the experimental and control groups was usually not statistically significant at the .05 level. It should be noted that the unusually high gains of the control groups probably result from communication among pupils or failure of teachers to adhere to the specified control treatments. While these large gains would not likely be maintained over an extended number of school years, small but consistently higher gains of about 20% each year would result in attaining the hypothesized level of achievement as stated earlier.

The preceding results based on criterion-referenced and standardized tests indicate the desirable combined effects of the multiunit organization and a concerted attack on curriculum improvement along the IGE model. This is not to be interpreted that the organization alone will produce higher student achievement or that higher achievement will accrue without a coordinated, well-planned curriculum improvement effort. In a MUS-E of one school system, student achievement in some curriculum areas as measured by standardized tests was relatively poor; the unit leaders and building principal were unable to produce a facilitative environment.

COST BENEFITS

A satisfactory procedure for determining the costs of instruction in terms of units of student achievement has not been identified. However, data are being collected by some school systems to assess costs in terms of pupil-teacher ratio and this information is made available on request to the Center. As of 1970-1971 most MUS-Es were on the same pupil-teacher ratio as the other schools of the local school system. Further, formulas have been developed in the school systems for determining the equivalents of instructional aides, clerical aides, and teaching interns in terms of certified teachers. Thus, the pattern in Wisconsin is to operate a MUS-E at little or no increase in cost. The Center recommends, however, one additional aide per I & R unit during the first year or two and also an increase of about ten dollars per pupil for instructional material. Further, the Center recommends a higher salary for the lead teacher than that for a staff teacher with equivalent experience and education. This recommendation appears to be acceptable to the state and local education associations of Wisconsin, provided the lead teacher position is defined as a "teacher" and the higher pay is not used to weaken the tenure rights of the lead teacher or to introduce merit as the criterion for teacher salary increments. The school boards of the school systems with which the Center works closely have written the higher salary into their master contracts.

SUMMARY

IGE has evolved over a 6-year period with the organization-administration elements conceptualized and introduced first. There were 13 I & R units in 10 school buildings in Wisconsin in 1965-1966; in 1970-1971 there were 283 units in 99 MUS-E schools in Wisconsin, and an estimated 65 MUS-Es in other states. Less than 5% of the units that were formed in Wisconsin during the 5-year period were discontinued and not a single MUS-E with an IIC has reverted to a prior pattern. The MUS-E is judged to be sound conceptually and economically attractive so as to become functional under a wide variety of school conditions.

The organizational-administrative specifications related to specialization of tasks, cooperative planning and open communication among teachers and administrators, decision making at appropriate levels in the school system, non-grading of students, and related phenomena have been attained. Higher student achievement is occurring where the curriculum component in reading has been incorporated into smooth functioning MUS-Es. IGE practices in early I & R units generally resulted in dramatic increases in student achievement over a short time interval. By 1974-1975 the children who entered Kindergartens of the first MUS-Es will be completing their seventh year of schooling. By 1976 some will have experienced individual programming in reading and other curriculum areas for most of their elementary school years. More definitive answers regarding student achievements and other characteristics will be available at that time.

Table 5

RESULTS IN VARIOUS CURRICULUM AREAS FROM REPRESENTATIVE I & R UNITS 1965-67 SCHOOL YEARS

Subject Matter or Other Area	Description of Development or Research Activity	No./Characteristics of Children	Major Outcome(s)	*Technical Report Number
Mathematics	Results of diagnostic testing on mathematics concepts were used to place children in ad hoc instructional groups for successive 1 to 3 week periods.	96/predominantly Spanish-American/ inner city	Approximately 12 months behind in mathematics achievement initially, experimental children made 5 months' gains on a standardized test in a 6-month period.	46
Spelling	Commercial individualized, local individualized, and traditional spelling programs were compared.	150	In School 1, experimental groups in a 7-month interval made from 12 to 14 months' gain on standardized tests; in School 2 the average gain for all groups was 18 months.	45, 35
Handwriting	Commercial and locally developed individualized approach to handwriting instruction were contrasted with traditional methods.	165	All groups, except traditionally taught students in the fifth year of school, including Kindergarten, performed better than did a statewide sample of 4th Graders.	52
Reading	Children were motivated to increase independent outside reading through the use of token rewards and individual conferences.	72/ inner city	72 students who had formerly done little independent reading collectively read 2074 books during an 8-month period.	52
Reading	A non-graded scope and sequence of the reading curriculum was prepared and implementation begun at all grade levels.	400	Children toward the end of the second year of school performed at the 2.4 and 2.5 grade equivalents in vocabulary and comprehension respectively; children in the third year of school in a 6-month period made grade equivalent gains of 12 to 19 months in the same areas.	48
Home-School Contacts	A comprehensive home-school program involved parents in the child's learning program, and in school social events.	57/ inner city	Achievement of experimental pupils was significantly higher than that of control pupils on standardized tests.	52

---

*The number refers to a Technical Report of the Center. Results of experiments and development-evaluation studies are incorporated in Technical Reports No. 19, 1967; 35, 1967; 45, 1968; 46, 1968; 48, 1968; 52, 1968; 61, 1968; 76, 1969; 89, 1969; 123, 1970; 125, 1970; 142, 1970.